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ABSTRACT

This curriculum guide provides curriculum coordinators with a basis for planning a comprehensive program in the career field of marketing agricultural services and allows marketing and distributive education teachers maximum flexibility. Introductory materials include information on use of the guide, information on careers in agricultural services, and a bibliography with complete data for the references listed under each competency. A chart classifies instructional competencies into the 11 areas into which the guide has been divided, with a section devoted to each instructional area. Within each area, competencies are organized into instructional clusters with a cluster objective. A chart identifies competencies organized under that cluster objective, a number of suggested learning activities, and references/instructional materials. Several references are provided for each competency to ensure local availability of at least one reference and to provide flexibility in individualizing instruction. These 11 instructional areas are included: advertising, communications, display, human relations, management, marketing/economics, mathematics, merchandising, operations, product/service technology, and selling. Blank sample competency worksheets are appended. (YLB)

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MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE FOR

AGRICULTURAL SERVICES

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FOREWORD

The MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE FOR AGRICULTURAL SERVICES has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the career field of marketing and to allow marketing and distributive education teachers/coordinators maximum flexibility. A variety of suggested learning activities are provided to enable educators to determine which one(s) would best serve their teaching methods and students' needs. Complete bibliographical data for the references listed under each competency is presented in the introductory pages.

The Illinois State Board of Education is committed to assisting local communities in the development of quality instructional programs in order to prepare and upgrade persons for productive careers in the following fifteen instructional program areas in the marketing field: Advertising Services; Apparel and Accessories; Automotive-Petroleum; Finance and Credit; Food Marketing; Food Services; General Retail Merchandising; Hardware, Building Materials, Farm and Garden; Home Furnishings; Industrial Marketing; Lodging-Recreation and Tourism; Marketing Services (Agricultural Services, Business/Personal Services, Insurance, and Real Estate); Small Business Management; Transportation and Warehousing; and Wholesaling. Curriculum guides for all fifteen instructional program areas have been, or are in the process of being, developed.

Sincere appreciation is extended to the businesspeople in agricultural services, association members, trainers, and educators in the state of Illinois who assisted in identifying, validating, and field-testing the competencies and learning activities presented in this curriculum guide, and those who served on the advisory committee for the project.

Donald G. Gill

Donald G. Gill
State Superintendent of Education

MARKETING AND DISTRIBUTIVE EDUCATION
CURRICULUM GUIDE for AGRICULTURAL SERVICES

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Instructional Competencies Classified Into
Eleven Color-coded Instructional Areas 1

AREA	COLOR	PAGE
ADVERTISING	Blue	1
COMMUNICATIONS	Goldenrod	9
DISPLAY	Yellow	31
HUMAN RELATIONS	Buff	35
MANAGEMENT	Green	63
MARKETING/ECONOMICS	Blue	83
MATHEMATICS	White	89
MERCHANDISING	Pink	95
OPERATIONS	Salmon	97
PRODUCT/SERVICE TECHNOLOGY	Yellow	125
SELLING	Green	141

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HOW TO USE THE
AGRICULTURAL SERVICES CURRICULUM GUIDE

This publication, MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE FOR AGRICULTURAL SERVICES, was prepared during the 1981-82 period of time. This guide has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing, as well as to provide marketing and distributive education teacher/coordinators maximum flexibility. The essential common and specialized competencies have been identified and listed in eleven instructional areas based upon structured interviews with personnel in various types of agricultural service firms and associations in the state of Illinois. Competencies were organized into instructional clusters and an objective written for each cluster, to facilitate the organization of instruction for the teacher/coordinator. A number of learning activities are suggested for each competency to enable teachers to determine which one(s) would best serve their teaching methods and their students' learning styles. The instructional materials listed in the reference column for each competency and in the bibliography of instructional materials were selected because they are the ones that are most commonly used by teachers in the field and most readily available. Several references are provided for each competency to help insure the local availability of at least one reference, and also to provide flexibility for both the teacher and student in individualizing instruction.

For maximum usefulness, the competencies have been color-coded into the following eleven instructional areas:

INSTRUCTIONAL AREA	COLOR
Advertising	Blue
Communications	Goldenrod
Display	Yellow
Human Relations	Buff
Management	Green
Marketing/Economics	Blue
Mathematics	White
Merchandising	Pink
Operations	Salmon
Product/Service Technology	Yellow
Selling	Green

These instructional areas are the same ones that are used by the Distributive Education Clubs of America (DECA) for their competency-based competitive events program and for numerous other curriculum projects in the field of marketing and distributive education.

The competencies listed in the curriculum guide itself should be considered only as teaching suggestions and not as the complete curriculum. Individual student and community needs, as well as the judgment, experience, and opinions of teachers and advisory committee members, should determine the content of the curriculum on the local level, because training needs may vary from one geographical area to another. Curriculum planners are encouraged to revalidate the competencies with local employers.

The loose leaf format of this guide is conducive to making additions. Additional competencies identified at the local level may easily be inserted into the guide at the appropriate place. Blank sample competency worksheets are included in this guide following the instructional areas.

The curriculum guides may be used in a number of different ways depending upon student and community needs, local educational agencies, community learning facilities and resources, comprehensiveness of the marketing and distributive education curriculum, teaching styles of the teachers, learning styles of the students, prior competencies acquired by the students, and other similar factors.

The GENERAL MARKETING CURRICULUM GUIDE is the master publication in the curriculum guide series and should be studied carefully before using the other guides, as well as the CURRICULUM PLANNING GUIDE for the series. Some teacher/coordinators will prefer to help students acquire the competencies listed in the General Marketing Curriculum Guide in lower grade level courses, such as Introduction to Marketing and Distributive Education, and the more specialized competencies in more advanced classes. The competency-based approach to curriculum development and individualizing of instruction are viable approaches at all educational levels.

INFORMATION ON CAREERS IN AGRICULTURAL SERVICES

THE AGRICULTURAL INDUSTRY

The agricultural industry is basic to the health and prosperity of the world's people. The United States has been the most important supplier of food for the world's growing population, and Illinois is the nation's number one producer and exporter of agricultural products.

The agricultural industry can be divided into two major parts: production agriculture and agribusiness.

Production agriculture includes farms or ranches producing animals and/or animal products (beef cattle farms and ranches/meat; swine farms/meat; sheep farms/meat and wool; poultry farms/meat and eggs; dairy farms/dairy products; horse farms/recreation and work horses; fish farms/food and recreation) and farms producing plants and/or plant products (vegetable farms/vegetables, such as beans, tomatoes, potatoes, etc; cash grain farms/corn, wheat, rice, soybeans, etc; cotton farms/cotton fiber for clothing and seeds for cooking oil and animal feed; tobacco farms; fruit farms; tree farms/timber, including sawlogs for lumber and pulpwood for paper products).

Agribusiness is made up of all the businesses that supply whatever products and services that farmers/ranchers need to engage in agricultural production. Agribusiness also includes all the firms and organizations that buy crops from farms and ranches, transport them, store them, process them, package them, and deliver them to wholesalers and consumer outlets.

JOB OPPORTUNITIES

Although the opportunities to enter production agriculture are decreasing in number as the number of farming units decreases, the opportunities in agriculturally-related industries are expanding. Farm production units are becoming larger and more complex, so the firms and companies that provide the materials and services of production are requiring better trained and educated personnel. The number of people employed in agricultural supply and service businesses is greater than the number of full-time farm/ranch workers.

The kind of job one can get in the agricultural industry is determined to a large degree by one's education, training, and experience. For some jobs, the educational requirements are general, and for others, very specific. A high school education is beneficial in all occupations. Vocational and technical training is also useful. A college degree and advanced college degrees may be required in some agricultural occupations. Jobs are classified according to the degree of skill and the amount of education required.

Unskilled workers need no special education or training (farm laborers and fruit pickers).

Semiskilled workers need a small amount of training and experience. A high school diploma and some vocational training in agriculture are beneficial (agricultural mechanics' helpers and farm machinery operators).

Skilled workers need special training and experience from a vocational program at school, from on-the-job experience, or from a period of apprenticeship (farm machinery mechanics).

Technical workers need special education and training, and must have a practical knowledge of science and mathematics. Their jobs often require two years of education beyond high school, in a community college or technical school (animal technicians, forestry technicians).

Professional workers need a bachelor's degree from a four-year college or university, and some require a master's or doctor's degree (agronomists, veterinarians, vocational agriculture teachers).

Managerial workers, who administer and supervise overall management of agribusinesses, farms, and ranches require considerable experience. In addition, a college degree may be needed (farm managers, feed mill operators, processing plant managers).

New college graduates are required each year for work in the areas of economics, marketing, nutrition, chemistry, engineering, sociology, electronics, genetics, and disease control. Government agencies, state departments of agriculture, and private agricultural marketing, processing, distribution, lending, and service activities employ substantial numbers of agricultural college graduates.

The field of communications--radio, television, magazines, and public relations--needs college-trained employees with agriculturally-oriented education and experience. Graduates who can combine agricultural knowledge with skill in economics, writing, speaking, or illustrating can expect interesting, challenging, and well-paying job opportunities. Colleges, extension services, market reporting services, experiment stations, newspapers, farm magazines, advertising agencies, farm organizations, radio, and television all need men and women who can tell the story of our developing agriculture.

Conservation and recreation are potentially fertile fields of employment for graduates from agricultural colleges. Students who have studied agronomy, horticulture, landscaping, zoology, entomology, plant pathology, ecology, botany, range or turf management should be in increasing demand. With the population explosion, the importance of land resource conservation and development has mushroomed. Forest, soil, water, and wildlife conservation is the concern of state and federal agencies, with private industry also employing graduates.

Thus, there are many, many job opportunities of diverse kinds for people with an agricultural background.

Some job descriptions in specific agricultural service areas follow:

SALESPERSON. Salespeople are needed in the agricultural industry, and selling jobs are available in all areas of agriculture, including agricultural mechanics, agricultural supplies and services, agricultural products, horticulture, forestry, and agricultural resources. A wide spectrum of jobs is available for those who have selling skills. The knowledge and skills that are required for success in selling can benefit students whether they pursue a career as an agribusiness salesperson or decide on a career in some other area of agriculture. Advances in technology have made agriculture a changing industry. The skills that can be acquired through selling can be combined with any of the technical agriculture areas to form a strong bond of very salable skills, which are in demand throughout the world and will be for a long time to come. Selling success is easily measured and the connection with monetary rewards is direct. Some of the many advantages to be found in careers in agricultural selling include individual freedom, varying activities, helping others, respected community position, travel, and financial security.

FEED AND FARM MANAGEMENT ADVISOR. Instructs farmers and retail grain and feed store customers in modern and scientific feed and farm management techniques: discusses feeding problems for livestock with farmers; examines poultry or livestock and recommends medication and remedial measures to prevent spread of disease and to maintain healthy animals; advises and assists farmers in securing services of veterinarian for treating larger animals; assists farmers in setting up cost and production records to determine most economical method of farm operation; and may give lectures and demonstrations to farm groups.

PROFESSIONAL FARM MANAGER. Applies sound agricultural and business methods to ensure the productive and profitable operation of one or more farms owned by absentee owners, trusts, estates, corporations, or business organizations. Specific duties are determined by the size and type of the farm or farms under their management, the policies of the owner(s), and the amount of authority delegated to the manager. In general, farm managers are directly responsible for supervising farm operations; hiring, firing, and directing farm labor; determining agricultural methods to be used; purchasing supplies and equipment; utilizing the land to its best advantage; finding a profitable market for the products; and directing maintenance and upkeep of equipment and buildings.

RURAL APPRAISER. Estimates the value of a specific piece of agricultural property through an inspection procedure and evaluation of the properties and attributes. Completes a narrative report for the client which includes an identification of the property; purposes of appraisal; county, regional, and neighborhood data; description of subject property; highest and best use; market and income approaches; correlation and conclusions; maps, photos, charts, and other general information.

AGRONOMIST. Conducts experiments or investigations in field-crop problems and develops new methods of growing crops to secure more efficient production, higher yield, and improved quality. Develops methods for control of noxious weeds, crop diseases, and insect pests. May specialize in a specific field crop, group of crops, or specific agronomic problem.

COUNTY AGRICULTURAL AGENT. Organizes and conducts cooperative extension programs to advise and instruct farmers and individuals engaged in agribusiness in applications of agricultural data; plans and develops techniques; advises farmers to assist in solving problems; delivers lectures and prepares articles concerning subjects; demonstrates practical procedures used in solving agricultural problems; discusses extension program with representatives of commercial organizations, county government, and other groups to inform them of program services and to obtain their cooperation in encouraging use of services; and may direct 4-H activities.

4-H CLUB AGENT. Organizes and directs educational projects and activities of 4-H Club: recruits and trains volunteer leaders to plan and guide 4-H Club program to meet needs and interests of individuals and community; directs selection of education projects; procures, developes, distributes, and presents teaching materials; arranges for 4-H Clubs to exhibit or participate in events, such as county and state fairs and state 4-H Club events; and develops and maintains recognition and incentive programs for members and leaders of 4-H Clubs.

CUSTOM APPLICATORS. May be employed by dealers or manufacturers of agricultural supplies or be self-employed. Using airplanes, spreader wagons, trucks, and other equipment, they spread pesticides, chemicals, fertilizer, or seed on fields.

CUSTOM OPERATORS. May be employed by dealers or manufacturers of agricultural equipment or be self-employed. This group includes all those who perform custom operations for farmers, such as hay baling, custom plowing, custom planting, harvesting, drying, leveling land, constructing water facilities (ponds, drainage ditches), etc.

CUSTOM FEED-MILL OPERATOR. Supervises and coordinates activities of workers in operation of feed mill that grinds grain and mixes feed to customers' specifications. May operate grinders and auxiliary equipment to grind and mix feed, compute charges and collect payments, purchase supplies and equipment, keep financial records, etc. Often manages commercial feed store in conjunction with mill to sell grain, livestock feed, fertilizer, and other products to retail trade.

SUPERINTENDENT, GRAIN ELEVATOR. Supervises and coordinates activities of workers engaged in unloading, loading, storing, cleaning, and blending of grain for milling and shipment.

AGRICULTURAL MECHANIC. Repairs and maintains farm machinery by analyzing the problem when machine y breaks down, making adjustments, replacing parts, and field-testing the equipment to make sure it runs properly.

AGRICULTURAL ENGINEER. Applies engineering technology and knowledge of biological sciences to agricultural problems concerned with power and machinery, electrification, structures, soil and water conservation, and processing of agricultural products by developing criteria for design, manufacture, or construction of equipment, structures, and facilities. May conduct radio and television educational programs to provide assistance to farmers, local groups, and related farm cooperatives.

ANIMAL TECHNICIAN. Helps to provide services that deal with animal health and breeding, performing such tasks as sheep shearing, pregnancy testing, cattle branding, cattle dehorning, artificial insemination, etc.

ANIMAL SCIENTIST. Conducts research in selection, breeding, feeding, management, and marketing of beef and dual-purpose cattle, sheep, goats, etc. Develops improved practices in feeding, housing, sanitation, and parasite and disease control and controls breeding practices to improve strains of animals.

VETERINARIAN. Diagnoses and treats diseases and disorders of animals: determines nature of disease or injury and treats animal surgically or medically; tests animals for diseases and inoculates against them; performs autopsies to determine cause of death of animals; inspects

animals intended for human consumption, both before and after slaughtering; and advises on care and breeding of animals. May engage in general practice, restrict practice to certain groups or a species of animal or veterinary function, or engage in a particular area, such as research and development or teaching.

FOR ADDITIONAL INFORMATION ON AGRICULTURAL CAREERS, contact the appropriate association:

American Agricultural Editors' Assn.
20 N. Wacker Drive, Room 1856
Chicago, IL 60606

National Assn. of Farm Broadcasters
821 Dobson Street
Evanston, IL 60202

Federal Extension Service
U.S. Dept. of Agriculture
Washington, D.C. 20250

Farmer's Educational and Cooperative Union of America
P.O. Box 2251
Denver, CO 80201

American Veterinary Medical Assn.
600 South Michigan Avenue
Chicago, IL 60605

American Society of Farm Managers and Rural Appraisers, Inc.
360 S. Monroe Street/P.O. Box 6857
Denver, CO 80206

The Fertilizer Institute
1015 18th St., N.W.
Washington, D.C. 20036

American Farm Bureau Federation
225 Touhy Avenue
Park Ridge, IL 60068

American Society of Animal Science
113 N. Neil Street
Champaign, IL 61820

American Society of Agronomy
677 S. Segoe Road
Madison, WI 53711

American Society of Agricultural Engineers
2950 Niles Road
St. Josephs, MI 49085

National Vocational Agricultural Teachers Assn.
Box 4498
Lincoln, NE 68504

Grain Elevator & Processing Society
P.O. Box 15004, Commerce Station
Minneapolis, MN 55415

Illinois Fertilizer & Chemical Assn.
Box 186
St. Anne, IL 60964

American Agricultural Economics Assn.
University of Kentucky
Lexington, KY 40506

National Grange
1616 H Street, N.W.
Washington, D.C. 20006

Office of Personnel
U.S. Dept. of Agriculture
Washington, D.C. 20250

Agricultural Council of America
1625 I Street, N.W.
Washington, D.C. 20006

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COMPETENCY CURRICULUM PLANNING GRID

INSTRUCTIONAL AREA AND COMPETENCY	COMP. NUMBER	AG SERV PAGE NO.	GEN MKTG PAGE NO.
ADVERTISING			
Select the best medium for the type of product/service being advertised.	051	1	
Realize that newspaper advertising must be read in order to be kept informed of the advertising done by one's own business and its competitors.	072	2	
Understand and recognize customer reaction to advertising.	1416	4	
Realize that advertising can produce immediate sales or create a favorable attitude toward the business for future sales.	068	5	
Realize that advertising presells products and services to the customer, making the customer easier to sell once s/he is in the store.	065	6	
Realize the importance of visibility through participation in community-wide projects.	1414	7	
COMMUNICATIONS			
Communicate effectively with customers, co-workers, and supervisors.	127	9	GG-7 (COM)
Address other people in a business-like manner, whether they are customers, fellow employees, or management.	096	10	GG-7 (COM)
Realize that first impressions are important to the business and that last impressions are longest remembered.	163	11	
Know when to keep communications confidential.	102	13	
Interpret business policies to customers in an effective manner.	117	14	
Use terminology and develop a vocabulary that is descriptive of the agricultural services offered by the business.	120	15	
Read agricultural journals and publications to stay informed of current trends.	1482	16	
Talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.	137	17	
Be aware that the voice can express conviction and convey confidence.	150	18	
Know how to use written communication in forms and reports.	94	19	
Write informative and effective business letters.	133	21	
Use legible handwriting when preparing written communications.	1401	22	
Translate oral messages into correct written form.	1491	23	
Listen carefully and follow directions.	119	24	GG-9 (COM)
Listen to customer information and record it correctly.	130	25	GG-12 (COM)
Use the telephone correctly and effectively.	114	26	
Effectively handle incoming telephone calls.	1479	27	
Know the situations in which to use a technical language or commonly understood language.	101	28	
Translate technical words concerning agricultural products or services into the customer's language.	143	28	
Satisfactorily handle customer inquiries for general information.	116	29	
Know how to communicate with others in order to motivate them to work willingly.	97	30	GG-15 (COM)

INSTRUCTIONAL AREA AND COMPETENCY	COMP. NUMBER	AG SERV PAGE NO.	GEN MKTG PAGE NO.
DISPLAY			
Know the types and uses of displays.	1553	31	
Effectively use manufacturers' display aids.	221	32	
Realize that good displays are a prime factor in developing a customer's interest.	237	33	
HUMAN RELATIONS			
Realize that next to job performance, human relations is an employee's greatest responsibility.	309	35	GG-19 (HR)
Realize that good human relations within a business build good public relations.	320	37	
Show an interest in others.	268	38	
Recognize the accomplishments of others.	265	39	
Be aware that understanding others and one's self is basic to working harmoniously together.	313	41	GG-13 (HR)
Work cooperatively with fellow employees, supervisors, and management, being aware of their needs and motivation.	283	42	GG-15 (HR)
Develop and maintain harmonious relationships with co-workers and management.	281	42	GG-14 (HR)
Give needed advice to co-workers without portraying a "know-it-all" attitude.	1532	44	
Develop personality traits necessary for successful job performance.	286	45	GG-6 (HR)
Accept criticism and turn it into a character-building element.	295	46	GG-9 (HR)
Display drive, aggressiveness, and a strong desire to succeed.	1533	47	
Demonstrate initiative and creativity.	296	48	
Maintain an objective point of view in problem situations.	284	49	
Exercise self-control during trying situations.	294	50	GG-7 (HR)
Represent the agribusiness favorably to customers and outside business associates.	287	51	
Avoid misrepresentations of people, policies, products, and services.	289	52	GG-17 (HR)
Realize that a positive attitude is usually reflected in one's work.	274	53	GG-12 (HR)
Dress appropriately for the job and maintain a well-groomed appearance.	263	54	
Maintain good health for effective job performance.	285	55	GG-3 (HR)
Build sound working relationships in "forced" associations.	269	56	
Accept and put into practice the planned policies and procedures of management.	325	57	
Adapt to the personality and needs of customers.	288	58	
Be willing to perform tasks in addition to one's job responsibilities when the situation necessitates.	317	59	GG-8 (HR)
Assume responsibility for individual actions.	1531	59	
Recognize the need for and adjust to change.	316	61	GG-10 (HR)
MANAGEMENT			
Determine policies, procedures, and programs for the business.	1252	63	
Exercise skill in making decisions.	1251	64	
Exercise skill in setting goals.	1250	65	
Eliminate prejudice and discrimination in all business activities.	1253	67	

INSTRUCTIONAL AREA AND COMPETENCY	COMP. NUMBER	AG SERV PAGE NO.	GEN MKTG PAGE NO.
Plan and organize work in order to manage time effectively.	723	68	GG-4 (MGMT)
Make job orientation for new employees friendly, skillful, and adequate.	691	69	
Handle employee complaints and grievances in a fair and effective manner.	652	70	
Empathize with the needs and problems of employees.	1254	71	
Determine the lines of authority and responsibilities of personnel in the business.	1255	72	
Determine in various situations the most efficient way to get the job accomplished.	695	73	
Follow-up on job assignments and tactfully make corrections where necessary.	1256	74	
Recognize that in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities within an agricultural business operation.	789	75	
Believe that employees must be continuously informed of new products, services, or trends through individual or group training.	746	76	
Believe that each employee should be made to feel that his/her efforts are really appreciated.	740	77	GG-2 (MGMT)
Believe that employees should take part in planning those things which affect their working conditions.	742	78	
Build employee morale, motivation, and loyalty.	1257	79	
Evaluate established methods and incorporate new ideas to improve customer service.	787	80	
Plan an effective strategy for selling the services and products of the business.	1258	81	
Know the intangibles of business, such as human relations factors, long-run economic factors, and innovations, which may influence business.	674	82	
MARKETING / ECONOMICS			
Recognize that manufacturing or company representatives are a source of market information.	1027	83	
Understand the importance of the profit motive in the pricing of agricultural products and services.	1028	84	
Understand livestock and crop prices and price trends.	1029	85	
Identify factors influencing supply and demand.	1031	86	
Understand the effects of laws, regulations, and government agencies on the agricultural service business.	1021	87	
MATHEMATICS			
Add, subtract, multiply, and divide with precision.	1702	89	
Use and translate percentages, fractions, and decimals.	377	90	
Effectively use computing devices and mechanical aids to speed mathematical calculations.	1708	91	
Accurately calculate the exact amount of a customer's purchase.	374	92	
Compute local, state, and federal taxes which must be applied to sales.	362	92	
Accurately compute discounts, delivery charges, etc., when computing bills.	363	92	
Use the cash register properly.	1701	93	
Make change quickly and accurately.	386	93	
Maintain proper records of cash received and bank deposits to prevent losses.	355	94	

INSTRUCTIONAL AREA AND COMPETENCY	COMP. NUMBER	AG SERV PAGE NO.	GEN MKTG PAGE NO.
MERCHANDISING			
Keep informed of competitive conditions in the market area which the business serves.	438	95	
OPERATIONS			
Know the business' policies concerning dress regulations, tardiness and absences, personal use of the telephone, lunch hours, personal leave, etc.	1801	97	
Know the different methods of bill collection used by agricultural firms.	1807	98	
Discuss delinquent accounts with customers, keeping their goodwill.	603	98	
Reduce costly errors by maintaining proper records of business operations.	714	100	
Recognize the importance of inventory control systems.	1808	102	
Keep accurate records of goods and services sold by classification--use of ticket stubs or special forms.	1810	104	
Use purchase orders, shipping statements, invoices, etc., to process products and services.	1811	105	
Maintain accurate business records for tax purposes.	1812	106	
Knowledge of the operating expenses of the business and how they can be kept at a minimum.	1805	107	
Understand that careful use of supplies will help control expenses.	619	108	GG-15 (Oper)
Realize that a well-kept agribusiness facility is a primary means of attracting and holding customers.	750	109	
Properly handle and care for business equipment.	696	110	
Understand the importance of having a designated shipping and receiving area.	1809	111	
Understand how the success of the business is related to proper purchasing functions.	1813	112	
Select the proper transportation method for a given product or service.	1814	114	
Know that goods and services must be processed quickly in order to reduce waste, theft, etc.	1815	116	
Quickly route merchandise from the receiving dock to the proper selling area or storage facility.	702	116	
Examine products and workmanship and determine the proper method of correction when necessary.	1816	118	
Follow through on nondelivered or lost goods and services.	706	118	
Handle incorrect amounts or types of products received.	707	118	
Use labels, tags, stamps, wrappers, etc., to identify products.	1817	119	
Understand the need for efficient storage arrangements and protection.	1818	120	
Know the location of fire extinguishers and other emergency equipment.	1164	122	
Operate product handling, storage, and processing equipment in a manner consistent with acceptable safety standards.	1820	123	
Understand the importance of proper safety planning and accident prevention.	1821	124	
PRODUCT/SERVICE TECHNOLOGY			
Use brand or trade names to help customers identify and select products and services.	561	125	
Use product information found in guarantees, directions, etc.	1352	126	
Effectively interpret product/service guarantees and directions to customers.	554	126	
Keep informed of product and service information to aid the customer in buying decisions.	1353	127	
Determine the selling features of the products and services of the business and build a sales talk around them.	551	128	
Study specific information in ads and use advertised facts effectively in selling.	555	129	

INSTRUCTIONAL AREA AND COMPETENCY	COMP. NUMBER	AG SERV PAGE NO.	GEN MKTG PAGE NO.
Know the fundamental principles of livestock nutrition, feed composition, and additives.	1350	130	
Understand the common types of animal problems that can be treated with over-the-counter drugs.	1351	132	
Know the types and uses of seeds, fertilizers, herbicides, pesticides, etc., that are common in agriculture.	1354	133	
Know how chemicals are used to disinfect facilities.	1355	133	
Identify the types of grain-drying systems.	1356	135	
Understand the common types of plant disease and insect damage, and list possible remedies and/or preventions.	1357	136	
Understand the facility requirements of a given customer in terms of building size, location, design or renovation, zoning regulations, equipment, etc.	1358	138	
Identify the various nutrients that are commonly deficient in soil.	1359	139	
S E L L I N G			
Skillfully locate prospective customers.	1955	141	
Open a sales conversation with a suitable statement or remark.	869	143	
Sense a customer's objections and handle them as effectively as possible.	874	145	
Determine when and how to close a sale.	895	147	
Suggest additional products and services in an effort to increase the average sale.	809	149	
Accurately complete the records and sales forms involved in making the sales transaction.	1956	150	
Determine a customer's wants and desires during a sale.	870	152	
Determine where a customer is in his/her thinking and proceed to assist the customer through the remaining decisions in the buying process.	868	154	
Relate product or service benefits to a customer's problem or need.	873	156	
Remember customers' names when serving them.	862	157	
Recognize each customer as an individual and show a sincere interest in his/her problems.	1936	158	
Realize that customer loyalty can be built with quick and friendly service.	828	159	
Realize that it is the feeling of being a valued patron that converts occasional customers into regular ones.	1957	159	
Tactfully handle difficult customers.	897	160	
Handle customer complaints in a pleasant and effective manner.	823	161	
Realize that a customer's complaint is an excellent opportunity to build goodwill.	927	161	
Know the credit policies, terms, and credit plans of the business.	824	163	
Understand the methods of financing the sale in order to better serve the customer.	1958	164	
Participate in civic and professional organizations in order to expand contacts and contribute to community growth.	1951	165	

Advertising

Cluster Instructional Objective: IDENTIFY THE EFFECTIVENESS OF VARIOUS TYPES OF ADVERTISING MEDIA.

Competency	Suggested Learning Activities	References
051 Select the best medium for the type of product/service being advertised.	Discuss with students the various media which may be considered for a particular advertising campaign: 1) Print media (newspapers and trade magazines) 2) Broadcast media (radio and television) 3) Direct and specialty media (direct mail) 4) Outdoor and directory media (billboards and yellow pages). In the discussion, include advantages and disadvantages of each specific medium which should be considered, i.e., circulation, audiences, and cost. Have students make a list of agricultural products and services. Students should then identify the most appropriate medium to utilize for each, and support their choices in a class discussion. Have each student select an agricultural product or service from a list of currently advertised products and services which you have assembled. Students should then locate and bring to class copies of journals, newspapers, magazines, etc. in which that product/service is advertised. Students should also note other advertising media which are used such as radio, T.V., and billboards, and record the advertisements' content. Students should share their findings in class, and discuss possible reasons why those media were utilized for that particular product/service.	Advertising Services Chapter 7 Marketing in Action Chapter 14, A Marketing Practices and Principles - Chapter 29 Advertising Chapter 2 Selling in Agribusiness Pages 37-8 Advertising in the Marketplace Chapter 1 Advertising Planning & Techniques - Section 2 Advertising and Display in Agribusiness - Chapter 5
OTHER CLUSTER COMPETENCIES: 072		

Advertising

Cluster Instructional Objective: IDENTIFY THE EFFECTIVENESS OF VARIOUS TYPES OF ADVERTISING MEDIA.

Competency

072
Realize that newspaper advertising must be read in order to be kept informed of the advertising done by one's own business and its competitors.

OTHER CLUSTER COMPETENCIES:

051

Suggested Learning Activities

Discuss with students the advantages and disadvantages of newspaper advertising, pointing out the meaning of terms such as circulation, display ads, classified ads, rates, and local, regional, and statewide newspapers.

Have students look through copies of local, regional, and statewide newspapers for any type of agricultural advertisements. Students should make a list of the types of agricultural products and services that are advertised in each newspaper. Examples of items that should be included in students' lists are:

- Local - feed dealers, farm realtors, supply stores, landscapers, and nurseries.
- Regional - farm machinery dealers, fertilizer businesses, and agricultural building contractors.
- Statewide - manufacturers' advertisements, seed corn companies, and mail order businesses.

Students should share their lists with the class, and suggest reasons for choosing a particular newspaper to advertise each type of product or service.

Give each student a specific agricultural product/service, and instruct him/her to locate as many advertisements in newspapers as possible which feature that product/service. Students should give a complete description of the advertisements,

(Continued on next page.)

References

Marketing in Action
Chapter 14, B

Marketing Practices and Principles - Chapter 30

Selling in Agribusiness
Pages 37-8

Advertising in the Marketplace
Chapter 6

Advertising and Display in Agribusiness - Chapters 5, 6

Advertising

Cluster Instructional Objective: IDENTIFY THE EFFECTIVENESS OF VARIOUS TYPES OF ADVERTISING MEDIA.

Competency	Suggested Learning Activities	References
072 (Cont.)	including whether it is a display or a classified ad, where it was located (which newspaper), size, and location of ad in the paper. Have students write a brief reaction to each advertisement in terms of its "selling power," and state why they feel it is important to read newspaper advertisements in order to be kept informed of one's own business and its competitors.	

Advertising

Cluster Instructional Objective: EVALUATE THE INFLUENCE ADVERTISING HAS ON SALES

Competency

1416
Understand and recognize customer reaction to advertising.

OTHER CLUSTER COMPETENCIES:

065
068

Suggested Learning Activities

Select some advertisements from newspapers and magazines. Ask students to examine three or four ads, evaluating each one, then answer these questions:

1) What attracts your attention?
2) How is interest attracted?
3) In what way is desire for the product/service built?
4) Is there a reinforcing claim?
5) Is action in the form of a buying decision induced?
6) Would you buy?

Provide an opportunity for each student to discuss at least one point with the class.

Divide the class into groups of two or three. Have groups choose one agricultural product or service. Then, ask them to construct an advertisement for that product/service based on the questions above, so that the customer would respond positively and buy the product after seeing the ad. Require each group to present the advertisement to the class.

References

Marketing Practices and Principles - Chapter 29

Advertising in the Marketplace Chapter 1

Advertising Planning & Techniques - Section 8

Advertising and Display in Agribusiness - Chapter 3

Advertising

Cluster Instructional Objective: EVALUATE THE INFLUENCE ADVERTISING HAS ON SALES.

Competency

068
Realize that advertising can produce immediate sales or create a favorable attitude toward the business for future sales.

OTHER CLUSTER COMPETENCIES:

065
1416

Suggested Learning Activities

Discuss with students the following functions of advertising, providing examples of advertisements that perform each function:

1) Stimulates demand for specific products
2) Stimulates demand for specific services
3) Sells advertised products/services directly (without the aid of a salesperson)
4) Promotes goodwill and creates a favorable image of the business.

Obtain statistics from the local newspaper, radio station, and television station to show students how advertising helps increase sales for agricultural businesses.

Have students identify ads from newspapers and magazines that were placed to build goodwill for agricultural service businesses.

Have students watch one television commercial at home (preferably an agricultural-related commercial) and evaluate how favorable an attitude it presents. Then, ask students to write the evaluation in a short paragraph and bring it to class for discussion.

References

Marketing Principles and Practices - Chapter 29

Marketing in Action
Chapter 13, B, C

Advertising in the Marketplace
Chapter 1

Advertising and Display in Agribusiness - Chapter 3

Advertising

Cluster Instructional Objective: EVALUATE THE INFLUENCE ADVERTISING HAS ON SALES.

Competency

065
Realize that advertising presells products and services to the customer, making the customer easier to sell once s/he is in the store.

OTHER CLUSTER COMPETENCIES:

068
1416

Suggested Learning Activities

Discuss with students the ways advertising can be used to support the salesperson:

1) to prepare prospective customers by informing them of new products or services, sales, where and when a product/service will be available, etc.
2) to reach prospective customers inaccessible to salespeople.
3) to overcome prejudices and build prestige.

Point out that since the cost of personal selling is high, advertising must be utilized to give customers as much information as possible beforehand.

Choose two students from the class to participate in a role-playing situation in which a salesperson at an agricultural business approaches a customer who knows nothing about the salesperson, his/her business, product information, etc. (The two participants should be briefed about the dialogue.) Other students should observe the role-playing activity, and afterward, all students should give their opinions on how the use of advertising could have aided the salesperson in this situation.

Have students bring to class advertisements from agricultural trade journals. Students should prepare a written critique of each ad, explaining how the ads' components could aid in making the customer easier to sell once s/he is in the store.

References

Marketing Practices and Principles - Chapter 30

Marketing in Action
Chapter 14, B

Advertising in the Marketplace
Chapter 1

Advertising and Display in Agribusiness - Chapter 3

Advertising

Cluster Instructional Objective: EXPLAIN THE IMPORTANCE OF ADVERTISING IN CREATING AN IMAGE DESIRED FOR THE AGRIBUSINESS.

Competency	Suggested Learning Activities	References
1414 Realize the importance of visibility through participation in community-wide projects.	Have students compile a list of community-wide projects that take place in your community each year. Have students identify local agribusinesses that are associated with such projects. Help the class to recognize the significance of the business being involved with these projects. Some examples of projects that might be included in students' lists are: 4-H activities, FFA group activities, county fairs, city clean-up days, etc. Have students look through issues of the local newspaper to find articles or advertisements in which a local agribusiness has participated in a community-wide project. For example, students might locate an article concerning the annual FFA banquet which lists the local businesses that sponsored the awards or donated the food for the banquet. Ask students to bring their articles or ads to class to share with other students. Lead a class discussion on how participation in these activities can be beneficial to the business and the community. To provide experience in working in a community service project, have the class develop a project or work with a service organization such as Lions Club or Rotary Club. Then, have each student write a short paper describing how the experience was beneficial to him/her, what importance the project had to the community, and how participation in community projects affects the image of the business.	Fundamentals of Selling Page 56 Marketing Practices and Principles - Chapter 32 Advertising and Display in Agribusiness - Chapter 1

Communications

Cluster Instructional Objective: UTILIZE PROFESSIONAL COMMUNICATION TECHNIQUES.

Competency	Suggested Learning Activities	References
127 Communicate effectively with customers, co-workers, and supervisors. OTHER CLUSTER COMPETENCIES: 96 102 117 120 163 1482	Discuss with students the various means of business communication, including letters, memos, reports, guide and form letters, meetings, speeches, training sessions, personal interviews, typewriter, telephone, dictation equipment, word processing equipment, data processing equipment, etc. Point out some of the characteristics that make one medium preferable to others in given situations: speed, feedback, whether or not a permanent record of the message is needed, message intensity and complexity, formality, audience expectations, and cost. Discuss the importance of good communication in business situations. Encourage students to cite examples of personal experiences in which business communications were effective and/or ineffective. Provide case problems portraying business situations in which a message must be communicated. Students should choose the best medium and/or tool to convey the communication in each situation, and defend their choice.	Communicating in Business Chapter 1 Communication at Work: Writing and Speaking Chapter 1 Effective Communication in Business - Chapter 1 Applied Business Communication Part 1 Managerial Communication Part 1 Successful Communication in Business - Chapter 1 Communication for Management and Business - Chapter 1 Modern Human Relations Chapter 13 Agribusiness Procedures and Records - Chapter 3

Communications

Cluster Instructional Objective: UTILIZE PROFESSIONAL COMMUNICATION TECHNIQUES.

Competency	Suggested Learning Activities	References
96 Address other people in a business-like manner, whether they are customers, fellow employees, or management.	Discuss with students how to properly address other people in a business-like manner, regardless of their position. Demonstrate suitable examples. Divide students into pairs and have each pair role-play an introduction. When presented, other students should decide if the introduction or manner of address was suitable, and if not, how to correct it. Provide case problems regarding introductions and addressing people. Students should determine whether each situation was handled properly, and if not, offer suggestions for improvement.	Communicating in Business Chapter 17 Communication at Work Chapter 1 Effective Communication in Business - Chapter 2 Human Relations in Business Chapter 6 Human Relations in Marketing Chapter 1 Human Relations at Work Chapter 1 Fundamentals of Selling Chapter 5, A

OTHER CLUSTER COMPETENCIES:

102
117
120
127
163
1482

Communications

Cluster Instructional Objective: UTILIZE PROFESSIONAL COMMUNICATION TECHNIQUES.

Competency

163
Realize that first impressions are important to the business and that last impressions are longest remembered.

OTHER CLUSTER COMPETENCIES:

96
102
117
120
127
1482

Suggested Learning Activities

Discuss with students the importance of the first few seconds that a business employee spends with a customer, emphasizing these points:

1) A friendly smile is essential upon the first meeting.
2) A firm handshake should convey a feeling of confidence and sincerity.
3) Speak clearly and be sure to pronounce the customer's name correctly.
4) The success achieved during the first few minutes of the meeting depends upon the appearance, poise, and ingenuity of the employee.
5) Show a sincere interest in the customer and his/her problems.

After reading one or more of the references, have students prepare a brief essay in answer to this question: "What is involved in making a good first impression when meeting a customer or business associate for the first time?"

Provide case problems in which an agricultural services business employee makes a poor first impression on a new customer. Students should suggest ways to improve each situation in order to create a positive first impression.

(Continued on next page.)

References

Effective Human Relations in Business - Chapter 11

Human Relations in Marketing Chapter 2

Effective Communication in Business - Chapter 5

Fundamentals of Selling Chapter 9, A

Selling Principles and Practices Pages 225-7

Selling Today Chapter 12

Selling in Agribusiness Chapter 3

Communications

Cluster Instructional Objective: UTILIZE PROFESSIONAL COMMUNICATION TECHNIQUES.

Competency	Suggested Learning Activities	References
163 (Cont.)	Divide students into pairs and have each pair plan and present a role-playing situation in which the business employee makes a positive (negative) first impression on a new customer. Discuss each role-play as it is presented, including the ramifications of a negative impression. Have each student note the impression made to him/her by a business employee after a visit to a local business. Students should share their reactions in a class session.	

Communications

Cluster Instructional Objective: UTILIZE PROFESSIONAL COMMUNICATION TECHNIQUES.

Competency	Suggested Learning Activities	References
102 Know when to keep communications confidential.	Relay the importance of business ethics as it relates to communications. Have students identify types of communications that should be kept confidential, give examples of what can happen when business employees reveal confidential information to other employees or outsiders, and describe the effects of doing so on the individual's and the business' reputations. Invite a local businessperson to speak to the class about business ethics and the need for confidentiality in business dealings. Ask the person for specific examples of information which must be kept confidential and situations where this was not done and the results. Students should write a brief summary of the visit and their impressions. Provide case studies for students to read and discuss regarding confidential information and whether the information should or should not be disclosed in different situations or only to certain people.	Communicating in Business Chapter 5 Selling: A Self-Management Approach - Chapter 10 Selling Principles and Practices Chapter 22 Fundamentals of Selling Chapter 7 Selling Today Page 416 Communications for Management and Business - Chapter 8

OTHER CLUSTER COMPETENCIES:

96
117
120
127
163
1482

Communications

Cluster Instructional Objective: UTILIZE PROFESSIONAL COMMUNICATION TECHNIQUES.

Competency	Suggested Learning Activities	References
117 Interpret business policies to customers in an effective manner.	If possible, obtain lists of business policies from several local agricultural service businesses. Discuss why such policies are necessary in order to successfully run a business and how to correctly and tactfully interpret these policies to clients. Invite a local agricultural service businessperson to describe to the class those business policies necessary to successfully run a business and how these policies should be interpreted to customers. Have students role-play a number of situations common to an agricultural service business where an employee must explain business policies to a customer. Provide case problems in which a business policy is stated and a customer situation occurs. Students may respond orally or in writing, explaining how they would handle each situation.	Communicating at Work Chapter 4 Communications in Marketing Pages 115-6 Fundamentals of Selling Chapter 7 Selling Principles and Practices - Chapter 22

OTHER CLUSTER COMPETENCIES:

96
102
120
127
163
1482

Communications

Cluster Instructional Objective: UTILIZE PROFESSIONAL COMMUNICATION TECHNIQUES.

Competency	Suggested Learning Activities	References
120 Use terminology and develop a vocabulary that is descriptive of the agricultural services offered by the business.	Provide a list of the most common technical words or terms used in the agricultural service business. Have students define each term using appropriate references. Check students' definitions and return for study. After an adequate period of time, give a vocabulary test to determine students' knowledge of these terms. Have each student list and define at least twenty terms that are unique to an agricultural service business. If necessary, students may refer to trade journals or professionals in the field. Students should use their lists to start a vocabulary notebook, adding new terms throughout the course. Have each student read and summarize three articles from different agricultural services trade journals.	Selling Principles and Practices - Chapter 5 Fundamentals of Selling Chapter 3 Communication for Business and The Professions - Chapter 4 Effective Communication in Business - Chapter 3 Working in Agricultural Industry - Chapter 1

OTHER CLUSTER COMPETENCIES:

96
102
117
127
163
1482

Communications

Cluster Instructional Objective: UTILIZE PROFESSIONAL COMMUNICATION TECHNIQUES.

Competency	Suggested Learning Activities	References
1482 Read agricultural journals and publications to stay informed of current trends.	Lead a class discussion on why reading professional journals and other publications will supplement the knowledge an agricultural service employee learns on the job. Have selected students contact an agricultural service employee to determine how professional journals and other business publications help him/her supplement knowledge learned on the job and keep abreast of agricultural service trends. Have students list the publications cited, and if possible, bring a sample to class. Have students read an article contained in a current agricultural journal or other business publication and present an oral summary to the class. After the presentations, discuss how the articles can help an agricultural service employee keep abreast of business trends and innovations.	Communication for Business and the Professions Chapter 1 Selling: A Self-Management Approach - Pages 362-3 Fundamentals of Selling Chapter 6 Effective Communication in Business - Chapter 1 Leadership for Agricultural Industry - Chapter 13

OTHER CLUSTER COMPETENCIES:

96
102
117
120
127
163

Communications

Cluster Instructional Objective: PRESENT EFFECTIVE ORAL COMMUNICATIONS.

Competency	Suggested Learning Activities	References
137 Talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.	Invite a speech instructor to talk to the class on the principles of speaking, how to talk clearly and pleasantly, and how to convey spirit and enthusiasm when speaking. Have students prepare a short paper on the importance of utilizing these principles when speaking about agricultural services. Have each student write five sentences that an agricultural service employee might use in a sales conversation with a customer. Have each student read aloud each sentence--first in a monotone, and then changing the voice to convey spirit and enthusiasm. Other students should evaluate each student's ability to talk clearly and pleasantly and convey spirit and enthusiasm, making suggestions for improvement.	Communicating in Business Chapter 17 Business English and Communication - Unit 55 Introduction to Business Communication - Chapter 17 Effective Communication in Business - Chapter 5 Selling Principles and Practices Chapter 5 Successful Communication in Business - Chapter 16 Managerial Communication Chapter 7
OTHER CLUSTER COMPETENCIES: 150	Have each student listen to five radio advertisements or television commercials. Students should evaluate each speaker's voice to determine his/her ability to talk clearly and pleasantly while also conveying spirit and enthusiasm. Students should list the principles presented in the first activity above which were or were not followed, and share their findings in a class discussion.	

Communications

Cluster Instructional Objective: PRESENT EFFECTIVE ORAL COMMUNICATIONS.

Competency	Suggested Learning Activities	References
150 Be aware that the voice can express conviction and convey confidence.	Arrange for an experienced agricultural services salesperson to record several versions of a sales presentation in order to demonstrate to students the difference the voice can make when trying to express conviction and convey confidence during a sales presentation. Play the tape for students and have them compare and contrast each version. Have students observe five salespeople waiting on customers and determine whether the salespeople used their voices to express conviction and convey confidence in the product/service, how this was done, or how the presentation could be improved. Students should share their findings in a class discussion. Have each student record a short sales presentation on tape. Play the recordings to the class and determine which presentations better expressed conviction and promoted confidence in the product/service and why.	Business English and Communication - Unit 55 Introduction to Business Communication - Chapter 17 Effective Communication in Business - Chapter 5 Communications in Marketing Chapter 3 Communications at Work Unit 1 Selling Principles and Practices - Chapter 5 Managerial Communication Chapter 7

OTHER CLUSTER COMPETENCIES:

137

Communications

Cluster Instructional Objective: PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

Competency

94
Know how to use written communication in forms and reports.

OTHER CLUSTER COMPETENCIES:

133
1401
1491

Suggested Learning Activities

Discuss with students these ten basic rules for effective writing:

1) Keep sentences short, on the average.
2) Use the simple rather than the complex.
3) Select familiar words.
4) Avoid unnecessary words.
5) Use active, not passive sentences.
6) Write as you would talk.
7) Use terms your reader can picture.
8) Relate your writing to your reader's experience.
9) Use variety in your writing.
10) Write to express, not impress.

and these major keys to achieving an effective business writing style:

1) Emphasis
2) Unity and coherence
3) Imagination
4) The "You" Attitude
5) Courtesy and tact
6) Positive and negative tone
7) Correctness and precision.

Provide examples (or show transparencies) of different forms of written communication for discussion purposes. Students should discuss each type and identify situations where each type would be effectively used. Include examples of poorly written communications and have students point out the deficiencies and how they could be improved.

(Continued on next page.)

References

Communicating in Business
Parts I, III

Business English and Communication - Chapter 18

Effective Communication in Business - Chapter 18

Getting Your Message Across
Section III

Introduction to Business Communication - Part IV

Successful Communication in Business - Chapters 12-15

Business Communication: A Problem-Solving Approach
Part 9

Understanding and Using Communication in Business
Chapter 4

Applied Business Communication
Part 3

Managerial Communication
Chapter 10

Communications

Cluster Instructional Objective: PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

Competency	Suggested Learning Activities	References
94 (Cont.)	Have selected students contact an agricultural service business and ask for a sample of the forms used by that business. Students should bring the forms to class and discuss their differences/similarities and how to use each form effectively. Duplicate and hand out forms commonly used by an agricultural service business. Explain their purposes and how to correctly complete them. From hypothetical information you provide, have students complete the appropriate form(s). Given case problems involving business situations calling for different forms of written communication, students should prepare a clear, effective communication for each situation.	64

Communications

Cluster Instructional Objective: PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

Competency	Suggested Learning Activities	References
133 Write informative and effective business letters.	Discuss with students the "five C's" of effective letter writing-- correctness, completeness, clearness, conciseness, and courteousness. Give students examples of letters that are weak in one or more of these areas. Have students identify which area(s) are weak and rewrite the letter so that it will be more effective.	Communicating in Business Part III Business Communication: A Problem-Solving Approach Part I Getting Your Message Across Section II
	Show students examples of different forms or styles of business letters. Discuss the purposes and the appropriate uses of each. Give students a list of situations in which business letters would be used. Have students identify the best form for each situation and explain why they feel that particular form would be best.	Communications in Marketing Chapter 7 Communication for Business and the Professions Part II
OTHER CLUSTER COMPETENCIES: 94 1401 1491	Have students collect and bring to class actual business letters they have received. Divide students into groups and have each group identify the style of each letter and why that particular form or style might have been chosen for that particular communication.	Effective Communication in Business - Chapters 2, 3 Successful Communication in Business - Chapter 5 Business English and Communication - Chapters 7, 8
	Provide students with case problems regarding various situations that normally occur in an agricultural service business that would require a written response. Have each student prepare an appropriate business letter for each situation. Evaluate each letter, discussing strengths and weaknesses with students.	Applied Business Communication Part III Communication at Work Unit 4 Agribusiness Procedures and Records - Chapter 3

Communications

Cluster Instructional Objective: PREPARE EFFECTIVE WRITTEN COMMUNICATION.

Competency	Suggested Learning Activities	References
1401 Use legible handwriting when preparing written communications.	Discuss with students the importance of legibility in handwritten communications, emphasizing problems that illegible handwriting can cause in a business. Examples: --Poorly handwritten order form causes wrong supplies or services to be delivered. --Poorly handwritten sales form causes wrong amount to be billed to customer. --Poorly handwritten note causes business employee to address a person by the wrong name. --Etc. Provide (or show transparencies of) examples of poorly handwritten business communications, and have students describe the possible outcomes of each.	Communications in Marketing Chapter 7 Professional Selling: Inside and Out - Chapter 4 Business English and Communication - Chapter 9 Selling Principles and Practices - Chapter 6

OTHER CLUSTER COMPETENCIES:

94
133
1491

Communications

Cluster Instructional Objective: PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

Competency	Suggested Learning Activities	References
1491 Translate oral messages into correct written form.	Help students practice translating oral messages into correct written form by dictating a series of communications and requiring students to prepare an effective written form of each communication. Evaluate each student's work and check for accuracy of recorded information. Arrange for a variety of "voices" to record oral messages on tape. Play the tape for students and have them convert the messages to written form. Check students' work for accuracy.	Communications in Marketing Chapter 2 Effective Communications in Business - Part 2 Selling Principles and Practices - Chapter 5 Agribusiness Procedures and Records - Pages 45-6

OTHER CLUSTER COMPETENCIES:

94
133
1401

Communications

Cluster Instructional Objective: DISPLAY SKILL IN LISTENING WHEN COMMUNICATING.

Competency	Suggested Learning Activities	References
119 Listen carefully and follow directions.	Lead a class discussion on principles of good listening: 1) Prepare to listen 2) Have an open mind 3) Listen carefully 4) Listen with empathy. Discuss the importance of these principles of careful listening to an agricultural service business.	Getting Your Message across Chapter 13 Communication for Business and the Professions Pages 99-105 Business English and Communication - Units 5, 6 Successful Communication in Business - Pages 488-92
	Discuss with students the importance of LISTENING to effective business communications. Include: the difference between listening for facts and listening for feelings; the various factors which may prevent objective listening (prejudices, non-verbal feedback, physical distractions, etc.); and techniques of effective listening.	Understanding and Using Communication in Business Pages 135-41 Communications in Marketing Chapter 2
OTHER CLUSTER COMPETENCIES: 130	Provide a set of directions for one student to read to the rest of the class. After s/he is finished, students should follow the directions as they remember them. Students should then compare their results with the expected result to check how well they listen to and follow directions.	Communicating at Work Chapter 4 Communication at Work Unit 2 Communicating in Business Chapter 16
	Divide students into pairs and let each pair develop and present a role-playing situation in which directions or instructions are given by one student to the other and see what happens as a result of good or poor listening.	Human Relations in Agribusiness Pages 95-6 Managerial Communication Chapter 8

Communications

Cluster Instructional Objective: DISPLAY SKILL IN LISTENING WHEN COMMUNICATING.

Competency	Suggested Learning Activities	References
130 Listen to customer information and record it correctly.	Prepare a tape recording on which various "customers" telephone an agricultural service business to inquire about a service, place an order, change an address or time of appointment, notify you of an error in billing, etc. Play the tape in class and have students listen and record important information for each situation. Check the accuracy of the recorded information. Distribute copies of commonly used business forms to students. Have students interview a fellow student in order to obtain information needed to correctly complete the form. (Information need not be real.) Afterward, students should relate to the rest of the class any problems encountered in recording the information given, such as having to ask for the information to be repeated, and ways to improve the accurate recording of such information.	Getting Your Message Across Chapter 13 Communication at Work Unit 2 Communications in Marketing Chapter 2 Communicating at Work Chapter 4 Business English and Communication - Chapter 3 Selling Principles and Practices - Chapter 5 Understanding and Using Communication in Business Pages 138-41 Successful Communication in Business - Pages 488-92 Human Relations in Agribusiness Pages 95-6 Managerial Communication Chapter 8

OTHER CLUSTER COMPETENCIES:

119

Communications

Cluster Instructional Objective: DEMONSTRATE PROPER TELEPHONE USAGE.

Competency

114
Use the telephone correctly and effectively.

OTHER CLUSTER COMPETENCIES:

1479

Suggested Learning Activities

Discuss with students principles of effective telephone communication, including:

1) When placing a business call, plan ahead--preferably in writing. Determine what information you want to get or give, if it is likely to be a good time to call, and key questions or items you need BEFORE you dial.
2) Identify yourself immediately when calling; answer immediately when receiving a call and identify yourself.
3) Speak clearly into the mouthpiece; speak slowly enough to be understandable, rapidly enough to be interesting.
4) Strive to be as brief as thoroughness permits.
5) Provide verbal feedback to your caller.
6) When you end a conversation, do so courteously but definitely.

Invite a representative from the local telephone company to speak to the class about proper procedures to follow when using the telphone. If this is not possible, obtain literature from the telephone company and discuss how the information relates to the use of the telephone in an agricultural service business.

Each student should phone a local store or business requesting information of some kind, noting the manner in which their inquiries are handled. Students may share their findings in a class discussion session.

References

Applied Business Communication
Chapter 15

Effective Communication in Business - Chapter 7

Effective English for Business Communication - Unit 13, Section 2

Professional Selling: Inside and Out - Chapter 18

Selling: A Self-Management Approach - Chapter 12

Principles of Creative Selling
Pages 444-6

Selling Principles and Practices - Chapter 18

Fundamentals of Selling
Chapter 12 B, C

Human Relations in Agribusiness
Pages 98-9

Managerial Communication
Pages 151-5

Agribusiness Procedures and Records - Pages 43-6

Communications

Cluster Instructional Objective: DEMONSTRATE PROPER TELEPHONE USAGE.

Competency	Suggested Learning Activities	References
1479 Effectively handle incoming telephone calls.	Discuss with students the various types of incoming telephone calls an agricultural service business might receive, and the proper way to handle each. Using a teletrainer or play phone, have students practice handling the different types of calls. Provide copies of commonly used forms for taking messages, receiving order information, etc., obtained from local businesses. Have students role-play telephone calls to their agricultural service business. Using the forms, students should record information given by the caller such as name, phone number, address, etc. Other students should evaluate how well each call was handled, indicating such things as information that should have been obtained but was not asked for. Make up a schedule and have students telephone five other students (and receive five calls) to ask for information, voice a complaint, leave a message, etc. When receiving a call, students should record the information and turn in to the student who placed the call for evaluation, to see if all needed information was recorded. Students placing calls should also make notes on how well the receivers handled the calls.	Applied Business Communication Chapter 15 Selling: A Self-Management Approach - Chapter 12 Business English and Communication - Pages 494-6 Fundamentals of Selling Chapter 12 B, C Effective English for Business Communication - Unit 13, Section 2 Effective Communication in Business - Chapter 7 Professional Selling: Inside and Out - Chapter 18 Communications in Marketing Chapter 4 Human Relations in Agribusiness Pages 98-9 Managerial Communication Pages 151-5 Agribusiness Procedures and Records - Pages 43-6
OTHER CLUSTER COMPETENCIES: 114		

Communications

Cluster Instructional Objective: CONVEY INFORMATION ABOUT AGRICULTURAL PRODUCTS AND SERVICES IN THE LANGUAGE OF THE CUSTOMER.

Competency	Suggested Learning Activities	References
101 Know the situations in which to use a technical language or commonly understood language. 143 Translate technical words concerning agricultural products or services into the customer's language.	Discuss with students the types of situations in an agricultural services business which call for technical language to be used, and those where common language is more appropriate. Provide students with a list of situations common to an agricultural services business. Students should indicate whether technical or common language would best handle each situation and why. Have selected students interview an agricultural services employee to determine what types of situations s/he encounters that call for technical language and/or more common language. Students should share their findings with the class. Have each student choose a different agricultural service/product and develop a short sales presentation for 1) an experienced farmer who understands all the technical aspects of a service. 2) someone who has little agricultural knowledge. Discuss the need to develop the ability to adapt a sales conversation to the customer's knowledge.	Communicating at Work Chapter 4 Effective Communication in Business - Chapter 3 Fundamentals of Selling Chapter 3 Business English and Communication - Unit 7 Communication for Business and the Professions Chapter 4 Successful Communication in Business - Chapter 2 Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective: EFFECTIVELY HANDLE CUSTOMER INQUIRIES.

Competency	Suggested Learning Activities	References
116 Satisfactorily handle customer inquiries for general information.	Discuss with students common questions or inquiries for general information that an agricultural service business employee would have to handle. List each on a blackboard or transparency as it is named. Have students suggest the most effective way to handle each. Ask each student a question that an agricultural service customer might have for an employee, and evaluate how well s/he handles the situation. Provide case problems in which a customer situation is described (the customer has a question or is asking for general information about the business or its services). Have students prepare written responses explaining how they would effectively handle each situation.	Effective Communication in Business - Chapter 3 Business Communication Part 3 Fundamentals of Selling Chapter 5, C Selling Today Chapter 16

Communications

Cluster Instructional Objective: UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION TO MANAGEMENT.

Competency	Suggested Learning Activities	References
97 Know how to communicate with others in order to motivate them to work willingly.	Lead a class discussion in which you define "motivation" and determine the differences between positive and negative motivation and how they influence an employee's attitude and willingness to work. Provide case studies for students to read and discuss which involve situations where positive and negative approaches are used to motivate employees. Students should determine how to change each negative approach to a more effective one. Let pairs of students plan, prepare, and present role-playing situations in which an approach using positive motivation is demonstrated. Other students should evaluate and discuss each role-play after its presentation.	Management-Minded Supervision Chapter 7 Working at Human Relations Chapter 8 What Every Supervisor Should Know - Chapter 11 Human Relations in Business Chapter 6 Human Relations in Agribusiness Chapter 10 Communications in Marketing Chapter 8 Communicating at Work Chapter 5 Managerial Communication Chapter 2

Display

Cluster Instructional Objective: RECOGNIZE THE IMPORTANCE OF GOOD DISPLAYS.

Competency	Suggested Learning Activities	References
1553 Know the types and uses of displays.	Give a presentation on the types of displays. Ask students for ideas on how each type might be used in an agribusiness. As an assignment, have students visit an agribusiness and evaluate a display based on these points: 1) What is the visual effect of the display? 2) What is the type of display? 3) Where is the display located? 4) Does the display attract attention? 5) How could the display be improved? 6) What is the intended use(s) of the display: - to create prestige? - to obtain publicity? - to educate the customer? - to introduce new products/services? - to build goodwill? Ask a local agribusiness salesperson or manager to share with the class how his/her business uses displays and what importance is placed on displays. Instruct students to take an active part in the presentation by asking the speaker questions about types of displays used in his/her business. As a quiz, provide several picture of displays for the class. Have students look at the pictures and decide what type of display it represents. After grading, discuss mistakes with the class to reinforce the correct answers.	Fundamentals of Selling Chapter 14, D Retailing Principles and Practices - Chapter 25 Display and Promotion Chapter 1 The Display Specialist Chapter 1 Advertising and Display in Agribusiness - Unit 3

OTHER CLUSTER COMPETENCIES:

221

Display

Cluster Instructional Objective: RECOGNIZE THE IMPORTANCE OF GOOD DISPLAYS.

Competency

221
Effectively use manufacturers' display aids.

OTHER CLUSTER COMPETENCIES:

1553

Suggested Learning Activities

Lead a discussion concerning various ready-made materials for displays. Show students examples of fixtures, motion and animated devices, backgrounds, letters and signs, and other decorative materials and props. Take a trip to a local business as a class or individually and ask students to list all of the types of aids used in the store. Compile a class-wide list and discuss the importance of each aid. Have students relate how the aid was used in the display s/he observed and how the display appeared as a whole.

Have students gather discarded display materials from local businesses, if possible. Divide the class into small groups and have each group choose a product or service. Then, each group should build a display promoting that product/service using the display materials collected. Students should evaluate other displays and make recommendations for improvement, if needed.

Instruct students to ask their employer if they could assemble a display using manufacturers' display aids provided to that business, if they have not already done so.

References

Display Planning and Techniques
Section 7

Fundamentals of Selling
Chapter 14, D

The Display Specialist
Chapter 6

Advertising and Display in Agribusiness - Unit 3

Display

Cluster Instructional Objective: KNOW HOW DISPLAYS AFFECT STORE IMAGE.

Competency	Suggested Learning Activities	References
237 Realize that good displays are a prime factor in developing a customer's interest.	Explain to students that displays should be designed from the customer's point of view in order to influence customer reactions and stimulate interest and desire. Discuss the following design and arrangement considerations that should be kept in mind when planning an effective display: 1) Themes 2) Seasonality 3) Current Events 4) Product, Supply, or Service. Assign each student a different agricultural product or service. Have each student prepare a sketch of a display for that product/service keeping in mind each of the considerations above. Then, have each student evaluate another students' sketch to determine how effective s/he feels that display will be in terms of developing a customer's interest.	Display Planning and Techniques Section 1 Display and Promotion Chapter 1 Fundamentals of Selling Chapter 14, D The Display Specialist Chapters 1, 2 Advertising and Display in Agribusiness - Unit 3

Human Relations

Cluster Instructional Objective: UNDERSTAND THE IMPORTANCE OF GOOD HUMAN RELATIONS.

Competency	Suggested Learning Activities	References
309 Realize that next to job performance, human relations is an employee's greatest responsibility.	Discuss the meaning of human relations with students, and why it is important to job success. Give examples of situations that could arise if good human relations skills are not possessed by an employee. Have students list things that employees can do to develop good human relations. Ask each student to read one of his/her activities and explain it. Then, discuss the responsibility of each employee to strive to develop good human relations skills. Ask students if they feel that they display good human relations skills on the job, and if not, what they might do to develop these skills. To help students practice improving their human relations skills, have them identify one person with whom they do not get along well. Ask them to think of the problem and consider these questions: 1) What is the difficulty? 2) How are the methods of interaction different? 3) What causes the conflict? 4) How can the conflict be resolved? (Continued on next page)	Retailing Principles and Practices - Chapter 14 Practical Human Relations Chapter 1 Effective Human Relations in Business - Chapter 1 Selling Principles and Practices - Chapter 4 Fundamentals of Selling Chapter 7, E Human Relations at Work Chapter 1
OTHER CLUSTER COMPETENCIES: 320		

Human Relations

Cluster Instructional Objective: UNDERSTAND THE IMPORTANCE OF GOOD HUMAN RELATIONS.

Competency	Suggested Learning Activities	References
309 (Cont.)	Have students talk to their employers to determine how that person perceives the role of human relations in his/her business. Students should report their findings to the class and discuss the implications of the employers' comments.	

Human Relations

Cluster Instructional Objective: UNDERSTAND THE IMPORTANCE OF GOOD HUMAN RELATIONS.

Competency

320
Realize that good human relations within a business build good public relations.

OTHER CLUSTER COMPETENCIES:

309

Suggested Learning Activities

Assign students to write their own definition for public relations. Share these in class and come up with a working definition for discussion. During the discussion, stress the relationship between good human relations and public relations, the reasons for this relationship, and ways to improve both.

Ask students to list one or two stores in which they do not like to shop. Beside the store name, have students write the reason(s) why they prefer not to shop there. Then, when everyone finishes, discuss the reasons in class. Are there any which relate to human relations?

Provide students with several examples of salesperson-customer conversation in which the customer either criticizes the store or the employee. Have each student describe what s/he would do or say, as the store employee, in each incident. If possible, assign students to role-play the incidents, and perform in front of the class. Students should discuss how the salesperson's reaction to incidents such as these can affect the public relations of the business.

References

Human Relations at Work
Pages 107-10

Retailing Principles and Practices - Pages 109, 200

Practical Human Relations
Chapter 1

Human Relations in Marketing
Chapter 1

Effective Human Relations in Business - Chapter 1

Human Relations

Cluster Instructional Objective: SHOW CONSIDERATION AND INTEREST IN OTHER AGRIBUSINESS PERSONNEL.

Competency	Suggested Learning Activities	References
268 Show an interest in others.	Ask students to make a list of things they have done for other people during the past week. This should include voluntary duties, not tasks for which they are compensated. Discuss these activities in class. Gather information from students and analyze class sensitivity to individual needs. Point out the application this has for an agribusiness employee.	Retailing Principles and Practices - Pages 110-11 Effective Human Relations in Business - Chapter 17 Practical Human Relations Chapter 3 Fundamentals of Selling Chapter 4, A Selling Today Chapter 4 Human Relations in Agribusiness - Chapter 2 Human Relations in Marketing Chapter 5
	Have an open forum during the class period. Draw the class closer to understanding others' needs by having students discuss problems, gripes, or good news. Guide the discussion in a positive direction, stressing the importance of an employee being interested in customers, co-workers, and supervisors.	
OTHER CLUSTER COMPETENCIES: 265 281 283 313 1532	Provide a list of situations common to an agribusiness employee. Have students prepare written responses listing at least two ways that the employee could show an interest in the other person(s) in each situation.	

Human Relations

Cluster Instructional Objective: SHOW CONSIDERATION AND INTEREST IN OTHER AGRIBUSINESS PERSONNEL.

Competency

265
Recognize the accomplishments of others.

OTHER CLUSTER COMPETENCIES:

268
281
283
313
1532

Suggested Learning Activities

Discuss how giving praise can be effective in human relations by asking students to consider times in which they were praised at school. Have them reflect on how they felt when praise was given and how it affected their later performance.

Provide various case studies dealing with achievements of workers in an organization. Ask students to become co-workers of these achievers and express their reaction to that person in a particular incident. Example case:

Lana has just started working in your department, Farm Equipment. She has been with the company for two weeks and has sold more equipment than all of the other salespeople put together. She is a natural seller, and customers really seem to like her. Mr. Brown, the manager, has decided to let Lana conduct a meeting for all salespeople about successful selling.

Questions to consider:
1) How do you feel about Lana conducting a meeting on successful selling?

(Continued on next page)

References

Human Relations in Marketing
Pages 73-7

Business Principles and Management - Pages 395-8

Supervision: The Direction of People at Work - Chapter 8

Human Relations in Agribusiness
Pages 103-4

Effective Human Relations in Business - Chapter 10

Human Relations

Cluster Instructional Objective: SHOW CONSIDERATION AND INTEREST IN OTHER AGRIBUSINESS PERSONNEL.

Competency	Suggested Learning Activities	References
265 (Cont.)	2) How will you react? 3) Will you recognize Lana's accomplishments? Have students note and collect examples of accomplishment publicity from newspapers or professional journals. Discuss these and alternate methods of recognizing accomplishments, and their effect on employee and customer attitude and motivation. Assign students to write a brief paper on one of the following topics: 1) When to praise co-workers. 2) How to praise co-workers. 3) Importance of praise to company morale.	

Human Relations

Cluster Instructional Objective: SHOW CONSIDERATION AND INTEREST IN OTHER AGRIBUSINESS PERSONNEL.

Competency

313
Be aware that understanding others and one's self is basic to working harmoniously together.

OTHER CLUSTER COMPETENCIES:

265
268
281
283
1532

Suggested Learning Activities

After reading one or more of the references, have students write a brief paper on why understanding others and one's self is basic to working harmoniously together. Share students' views in a class discussion.

Have students write two paragraphs on "What there is about me that makes other people: 1) like me; 2) dislike me." Students should think about what they write and how they could improve themselves.

Have students identify three people--one they like, one they dislike, and one they have no strong feelings about either way. Beside the first two names, have students list the reasons or points why they like or dislike the person named. Beside the third person's name, have students determine what factors or traits the person needs in order for them to like that person. Students should determine how each relationship would be affected if they had to work with each person. (Note: This is a self-learning experience. Students' responses are to be kept confidential.)

References

Human Relations in Agribusiness
Chapter 2

Selling Today
Chapter 4

Working at Human Relations
Chapters 2, 3

Human Relations at Work
Chapter 2

Human Relations in Marketing
Chapter 5

Modern Human Relations
Part II

Human Relations

Cluster Instructional Objective: SHOW CONSIDERATION AND INTEREST IN OTHER AGRIBUSINESS PERSONNEL.

Competency

283
Work cooperatively with fellow employees, supervisors, and management, being aware of their needs and motivation.

281
Develop and maintain harmonious relationships with co-workers and management.

OTHER CLUSTER COMPETENCIES:

265
268
313
1532

Suggested Learning Activities

Discuss with students why it is important for employees to be able to develop and maintain harmonious relationships, in order to work cooperatively with others. Ask students to cite ways of accomplishing this, and what might result if employees do not possess this ability. Include in the discussion the meaning of: awareness, acceptance, observance of rules, independence, needs, motivation, and tolerance.

Divide the class into small groups. If possible, each group should consist of students with varying personalities and backgrounds. Assign each group a problem to solve, preferably one related to an agribusiness. A reasonable time limit should be set, and students should be instructed to begin solving the problem. Afterward, ask each group to inform the class of its solution, and describe the process used to arrive at this solution, including any problems encountered. Then ask students to think about how their group's ability to work cooperatively and develop and maintain harmonious relationships affected their ability to solve the problem within the designated time period.

Divide students into small groups. Have each group develop a list of characteristics that could be used as a rating scale to judge skill in developing and maintaining harmonious relationships with others. Each group should share its ideas with the class.

(Continued on next page.)

References

Human Relations in Agribusiness
Chapter 7

Working at Human Relations
Chapter 3

Human Relations at Work
Chapters 3, 4

Human Relations in Marketing
Chapter 5

Fundamentals of Selling
Pages 231-34

Retailing Principles and Practices - Pages 110-11

Modern Human Relations
Chapter 5

Human Relations

Cluster Instructional Objective: SHOW CONSIDERATION AND INTEREST IN OTHER AGRIBUSINESS PERSONNEL.

Competency	Suggested Learning Activities	References
283 281 (Cont.)	Provide rating sheets of characteristics needed to develop and maintain harmonious relationships, and work cooperatively with others. Have each student rate him/herself as honestly as possible, then discuss with each student individually how s/he can change or improve weak points.	

Human Relations

Cluster Instructional Objective: SHOW CONSIDERATION AND INTEREST IN OTHER AGRIBUSINESS PERSONNEL.

Competency

1532
Give needed advice to co-workers without protraying a "know-it-all" attitude.

OTHER CLUSTER COMPETENCIES:

265
268
281
283
313

Suggested Learning Activities

Ask students to think of people who are able to give advice or direction without appearing pushy or conceited. Encourage them to share an example with the class, and ask students to consider these points:

1) What makes the person a good advisor?
2) Does s/he portray a good attitude?
3) Is it evident that this person is interested in his/her co-workers?

Provide case studies for students to read and analyze in which an agribusiness employee must give advice to a co-worker. After reading each case study, have students write a brief reaction paper which answers the following questions:

1) Why was it necessary for the employee to give advice in this case?
2) Did the employee give the co-worker appropriate and realistic advice?
3) Was the advice given with a "know-it-all" attitude?
4) If so, how could the employee have better handled the situation?

Divide the students into pairs and give each pair a problem situation which necessitates one person giving advice to the other. Have each pair decide how best to handle each situation. Then, ask them to role-play the conversation in front of the class. Other students should observe and offer suggestions for improvement when appropriate.

References

Business Principles and Management - Chapter 20

Supervision: The Direction of People at Work
Chapter 12

Working at Human Relations
Chapter 11

Human Relations

Cluster Instructional Objective: ACQUIRE PERSONALITY TRAITS THAT ARE NECESSARY FOR GOOD HUMAN RELATIONS.

Competency	Suggested Learning Activities	References
286 Develop personality traits necessary for successful job performance.	Divide students into small groups and have each group define "personality" and list at least ten personality traits necessary for effective job performance. Discuss each group's ideas and how an individual can develop these traits. Provide personality trait rating sheets and have each student rate his/her personality. In private discussions, help students identify their weak points and how to improve or correct them. Have each student plan a self-development program to improve one or more weak points identified by their personality trait rating sheet. The plan should cover a substantial period of time, such as a semester or grading period. Evaluate each student's efforts and level of improvement. Role-play selling situations in class. Have students individually decide which personality trait(s) players are using, and compare with the rest of the class after the exercise is completed.	Human Relations in Marketing Chapters 2, 3 Human Relations at Work Pages 90-4 Retailing Principles and Practices - Chapter 14 Fundamentals of Selling Chapter 3, C Selling Principles and Practices - Chapter 4 Effective Human Relations in Business - Parts 2, 3 Personality Development for Work - Part 3 Introduction to Professional Selling - Chapter 3

OTHER CLUSTER COMPETENCIES:

295
296
1533

Human Relations

Cluster Instructional Objective: ACQUIRE PERSONALITY TRAITS THAT ARE NECESSARY FOR GOOD HUMAN RELATIONS.

Competency

295
Accept criticism and turn it into a character-building element.

OTHER CLUSTER COMPETENCIES:

286
296
1533

Suggested Learning Activities

Give a presentation on how to accept and use criticism to build character. Stress that we must be willing to look at a situation as the facts present. If deserving of criticism, we must accept it and use it to improve ourselves. Have students cite examples of times they were criticized and how they reacted to the criticism.

Have students cite examples of when they were the sender or receiver of criticism or witnessed others receiving or giving criticism. List on a blackboard or transparency the methods cited of giving and receiving criticism, and discuss any means of improving these methods.

Divide class into small groups and give each group a case study to examine. The case study should concern criticism of an employee by an employer. The groups should consider these questions for the case study:

1) What was the root of the criticism?
2) Was the employee justly criticized? Why or why not?
3) How would you have handled the situation?

References

Retailing Principles and Practices - Pages 264-5

Supervision: The Direction of People at Work
Page 266

Management-Minded Supervision
Pages 78-9; 202-4

Effective Human Relations in Business - Chapter 3

Principles of Creative Selling
Chapter 6

Human Relations

Cluster Instructional Objective: ACQUIRE PERSONALITY TRAITS THAT ARE NECESSARY FOR GOOD HUMAN RELATIONS.

Competency	Suggested Learning Activities	References
1533 Display drive, aggressiveness, and a strong desire to succeed.	Discuss with students the importance of possessing drive, agressiveness, and a strong desire to succeed to actual success on the job. Ask students to identify ways that these traits may be exhibited by employees. Examples: --Even though it is time to leave, you stay after work to complete a job you know the manager really wanted done today. --Although you are not compensated for it, you take a night course at the local community college that you feel will help you on the job. Provide case problems for students to read and discuss in which business situations are presented. Students should determine how to display drive, agressiveness, or a desire for success in order to effectively handle each situation.	Human Relations in Marketing Chapter 3 Fundamentals of Selling Chapter 3, C Selling Principles and Practices - Chapter 4 Retailing Principles and Practices - Chapters 12, 14
OTHER CLUSTER COMPETENCIES: 286 295 296		

Human Relations

Cluster Instructional Objective: ACQUIRE PERSONALITY TRAITS THAT ARE NECESSARY FOR GOOD HUMAN RELATIONS.

Competency

296
Demonstrate initiative and creativity.

OTHER CLUSTER COMPETENCIES:

286
295
1533

Suggested Learning Activities

Discuss with students the importance of initiative and creativity to success in the agribusiness profession--why one must demonstrate leadership by developing ideas to improve methods or procedures, creating a better working environment, devising ways to help others achieve goals with the least effort, etc. Discuss these five phases of the creative process:

1) a recognized need or problem
2) knowledge
3) creative thought
4) action
5) problem solution or need satisfier.

Given case problems dealing with typical situations that may occur in an agribusiness, students should prepare written responses in which they list at least two ways one could show initiative and/or creativity in each situation. Students may then share their ideas in a class discussion.

Have students write a brief essay explaining why initiative and creativity are instrumental for job success and promotion, and describing ways that initiative and creativity may be shown by an agribusiness employee.

Have students participate in role-playing situations in which they must:

1) demonstrate initiative and/or the willingness to perform extra duties when necessary
2) demonstrate creativity in presenting a policy or solving a problem.

References

Retailing Principles and Practices - Chapter 14

Supervision: Principles of Professional Management Chapter 4

Fundamentals of Selling Chapter 3, C

Selling Principles and Practices - Chapters 4, 21

Introduction to Professional Selling - Page 63

Human Relations

Cluster Instructional Objective:

SHOW PROFESSIONALISM BY DEVELOPING A GOOD SELF-ATTITUDE AND EXHIBITING SELF-CONTROL.

Competency

284
Maintain an objective point of view in problem situations.

OTHER CLUSTER COMPETENCIES:

294

Suggested Learning Activities

Discuss with students WHAT is meant by an objective point of view, WHY it is important to maintain an objective point of view, and WAYS to maintain an objective point of view. Point out that when dealing with people, we must be careful and not become biased, but must get the facts and much information before making any decision.

Provide case studies dealing with problem situations common to an agribusiness. Students should discuss the effects of maintaining (or not maintaining) an objective point of view on public relations, sales, the image of the business, etc.

Divide students into pairs and have each pair plan and present a role-playing situation, showing the effects of maintaining (or not maintaining) an objective point of view in problem situations. Discuss each situation and how it was handled (or should have been handled).

References

Selling Principles and Practices Chapter 21

Effective Human Relations in Business - Chapter 13

Selling: A Self-Management Approach - Chapter 8

Supervision: Principles of Professional Management Chapter 12

Human Relations

Cluster Instructional Objective: SHOW PROFESSIONALISM BY DEVELOPING A GOOD SELF-ATTITUDE AND EXHIBITING SELF-CONTROL.

Competency

294
Exercise self-control during trying situations.

OTHER CLUSTER COMPETENCIES:

284

Suggested Learning Activities

Have students write their answers on paper as you read the following questions:

1) When was the last time you lost self-control?
2) What did you do or say?
3) Why did you lose control?
4) What were the effects of your actions?
5) How could you have maintained self-control in this situation?

Discuss the meaning of self-control, and have students brainstorm a list of constructive ways to exercise self-control in trying situations.

Let students take turns playing a customer or employee in role-playing situations. Plan events for each customer designed to make the employee lose control in an actual situation. Unaware of what will happen, the employee must handle the situation effectively, without losing his/her self-control.

Provide case studies involving situations in which employees must exercise self-control. Discuss each case study. Then, ask students to cite instances where they have witnessed salespeople or other business employees exercising self-control to handle difficult situations.

References

Effective Human Relations in Business - Chapter 13

Working at Human Relations Chapter 5

Personality Development for Work - Part 4

Human Relations in Marketing Chapter 2

Human Relations at Work Chapter 3

Selling: A Self-Management Approach - Chapter 8

Human Relations

Cluster Instructional Objective: PRESENT A FAVORABLE IMPRESSION OF THE AGRIBUSINESS TO OTHERS.

Competency	Suggested Learning Activities	References
287 Represent the agribusiness favorably to customers and outside business associates.	Discuss with students what information and attitudes employees must possess in order to favorably represent their business to others. (Include knowledge of the business' history; philosophies of the business; goals of the business; knowledge of specific employee responsibilities and proper procedures; possessing a positive attitude; and skill in human relations, communications, and good grooming.)	Selling Principles and Practices Pages 444-5 Retail Selling Chapter 8 Modern Applied Salesmanship Chapter 5 Retailing Principles and Practices - Chapter 64 Fundamentals of Selling Chapter 3, E
	Provide case studies where agribusiness employees represent their business either favorably or unfavorably. Discuss each situation with students, determine what could be done to improve unfavorable representation, and discuss how unfavorable representation hurts sales, public relations, and the image of the business and its employees.	
OTHER CLUSTER COMPETENCIES: 289	Invite a local agribusiness manager/owner to speak to the class on how to favorably represent the business to customers and outside business associates. Ask the speaker to include what types of behavior s/he expects from employees to make sure the representation is favorable. After the discussion, ask students to look for evidence of favorable representation in local businesses and report their findings to the class.	

Human Relations

Cluster Instructional Objective: PRESENT A FAVORABLE IMPRESSION OF THE AGRIBUSINESS TO OTHERS.

Competency	Suggested Learning Activities	References
289 Avoid misrepresentations of people, policies, products, and services.	Discuss with students what is meant by the word "misrepresentation" and how they can avoid misrepresenting people, policies, products, and services on the job. Have students list some ways in which employees can misrepresent these. Stress some of the practices that employees should avoid, such as unfair pricing, switching, etc.	Selling Principles and Practices - Pages 460-2 Selling: A Self-Management Approach - Pages 290-6 Fundamentals of Selling Chapter 3, E Retailing Principles and Practices - Chapter 64
	Provide case studies that illustrate what happens when employees misrepresent other people, policies, products, or services, and how this can be done either intentionally or through carelessness and ignorance on the part of employees. Have students read each case study and discuss the implications each study has for them as future agribusiness employees.	
OTHER CLUSTER COMPETENCIES: 287	Have students prepare a paper in which they provide examples of misrepresentations of a policy, a product, a service, and a person; the effects of such misrepresentations; and why it is necessary to avoid such misrepresentations.	

Human Relations

Cluster Instructional Objective: UNDERSTAND THE EFFECT THAT PERSONAL ATTITUDE HAS ON HUMAN RELATIONS.

Competency

274
Realize that a positive attitude is usually reflected in one's work.

OTHER CLUSTER COMPETENCIES:

263
285

127

Suggested Learning Activities

Lecture and discuss with students these characteristics of a positive attitude:

1) willingness to change
2) willingness to see the other side
3) not complaining or making excuses
4) pleasant, friendly expression
5) readiness to accept responsibility for errors
6) not critical of others
7) respect for others
8) many interests.

Discuss how these characteristics relate to job performance and satisfaction.

Give students a list of typical employee comments about work, and have them identify those that indicate positive attitudes. Discuss each "negative" comment and why it is important to maintain a positive attitude toward work.

Have students make two columns on a sheet of paper. In one column, they should list ten things they LIKE to do. In the second column, they should list ten things they HATE to do, and determine WHY they dislike doing these things. Then, discuss the relationship between liking or having a positive attitude toward something and doing it well.

References

Working at Human Relations
Chapter 10

Effective Human Relations in Business - Chapters 3, 4

Modern Applied Salesmanship
Chapter 21

Retailing Principles and Practices - Pages 92-7

Selling Today
Pages 84-5

Your Attitude is Changing
Chapter 10

What Every Supervisor Should Know - Chapter 5

128

Human Relations

Cluster Instructional Objective: UNDERSTAND THE EFFECT THAT PERSONAL ATTITUDE HAS ON HUMAN RELATIONS.

Competency

263
Dress appropriately for the job and maintain a well-groomed appearance.

OTHER CLUSTER COMPETENCIES:

274
285

Suggested Learning Activities

Have each student interview a salesperson or manager of a local agribusiness to determine what is considered appropriate dress for work in the agricultural business. Students should also collect copies of dress codes or grooming guides which the businesses might have and share their findings in a class discussion.

Have each student discuss what his/her dress code is on the job. Make a list of the different jobs and beside these, the required dress. Relate the types of jobs to the types of dress required, and have the class evaluate the importance of dressing appropriately.

Divide the class into small groups. Suggest that students become managers of the U-GROW SEED COMPANY. One of the responsibilities as manager is to devise company rules for dress and good grooming. Each group should identify as least ten such rules, and present them to the class for discussion.

Provide students with several questions to consider regarding personal appearance, and discuss these during the next class period. Examples:

1) Can you tell a successful person by his/her appearance?
2) Does the attire of a salesperson give you an impression of the business?
3) What should an employer do with someone who refuses to practice good grooming?

References

Selling Principles and Practices - Pages 66-71

Fundamentals of Selling
Chapter 3, A

Retail Selling
Chapter 7

Selling Today
Page 253

Modern Applied Salesmanship
Pages 186-7; 201-2

Human Relations in Agribusiness
Chapter 4

Introduction to Professional Selling - Pages 70-3

Human Relations

Cluster Instructional Objective: UNDERSTAND THE EFFECT THAT PERSONAL ATTITUDE HAS ON HUMAN RELATIONS.

Competency	Suggested Learning Activities	References
285 Maintain good health for effective job performance.	Invite a doctor, nurse, physical education teacher, or health teacher to speak to the class on health/physical fitness and how it relates to effective job performance. Have students brainstorm a list of ways to maintain good physical, mental, and emotional health and discuss each. Have students write a brief essay describing how good health relates to job performance, and ways to maintain good physical, mental, and emotional health. Students should utilize outside references when writing their essays. Provide students with health/physical fitness checklists for self-analysis. In an individual discussion with each student, go over his/her weak points and how they may be improved or corrected.	Fundamentals of Selling Chapter 3, A Retail Selling Chapter 7 Human Relations in Agribusiness Chapter 4 Practical Human Relations Chapter 2 Introduction to Professional Selling - Pages 68-70

OTHER CLUSTER COMPETENCIES:

263
274

Human Relations

Cluster Instructional Objective: COMPLY WILLINGLY WITH COMPANY POLICIES AND THE MANNER IN WHICH THINGS ARE ACCOMPLISHED.

Competency

269
Build sound working relationships in "forced" associations.

OTHER CLUSTER COMPETENCIES:

325

Suggested Learning Activities

Give a presentation or lead a class discussion on the meaning of "sound working relationships" and ways to build sound working relationships with others.

Provide case problems dealing with forced associations. Have students prepare a written solution or alternative for each problem. After evaluating their responses, discuss the problems and possible solutions/alternatives in class.

Have each student consider his/her associations at work and list any problems that occur with people with whom s/he does not get along. Discuss these problems in class, and have students try to develop suggestions for improving their working relationships.

Designate five or six students to participate in a group problem-solving activity in front of the class. Select two students prior to this activity and ask them to become uncooperative during the activity. Since the rest of the group does not know about the planned discrepancies, this will provide good practice in working in a "forced" environment. Ask the rest of the class to observe how well the group works together. After the problem is solved, inform the group members of the planned difficulties and solicit their reactions as to how the group session worked.

References

Working at Human Relations
Chapters 12, 13

Human Relations at Work
Pages 73-9

Human Relations in Marketing
Chapters 5, 6

Retailing Principles and Practices - Chapter 14

Human Relations

Cluster Instructional Objective:

COMPLY WILLINGLY WITH COMPANY POLICIES AND THE MANNER IN WHICH THINGS ARE ACCOMPLISHED.

Competency

325
Accept and put into practice the planned policies and procedures of management.

OTHER CLUSTER COMPETENCIES:

269

Suggested Learning Activities

Discuss with students why it is important for a business to have stated policies and procedures and why an employee must be willing to accept and put them into practice.

Have students explain policies and procedures at their place of employment, including items such as store hours, number and length of lunch and rest periods, dress regulations, absenteeism, and tardiness. Ask other students to compare these policies with those at their jobs. Discuss the importance of the students complying with these policies and procedures.

Have the class become the Board of Directors of the newly formed SPROUT COMPANY. To begin the business, the Board of Directors must develop an employee handbook that describes all policies and procedures set forth by management. Ask the class to appoint a chairperson and then give them the task of designing this handbook. The class should be prepared to defend any policy or procedure which might be questioned by the business' employees (you).

References

Retailing Principles and Practices - Chapter 34

Selling Principles and Practices - Pages 433-7

Fundamentals of Selling Chapter 7

Retail Selling
Chapter 6

Practical Human Relations
Section 3

Selling Today
Chapter 18

Human Relations at Work
Chapters 3, 4

Human Relations in Marketing
Chapters 6, 7

Human Relations

Cluster Instructional Objective: ADJUST TO EACH SITUATION INVOLVING INTERACTION WITH CUSTOMERS.

Competency	Suggested Learning Activities	References
288 Adapt to the personality and needs of customers.	Begin a class discussion by asking students to list as many customer needs that come to mind. When everyone is finished, discuss these different needs and how the salesperson may need to adjust his/her way of thinking to help satisfy customers' needs. Discuss different personality types of customers such as the unfriendly customer, undecided customer, or "just looking" customer. Ask students how each type of customer should be handled and ask students to describe one incident in which they, as salespeople, have had to deal with one of these types. Have the rest of the class analyze each situation and suggest a better way of handling the incident if appropriate. Also, have students discuss why it is important for an employee to recognize different types of customers and adapt to each. Have each student participate in a role-playing situation in which the student acts as a salesperson and you act as either 1) an indecisive customer 2) an aggressive, know-it-all customer 3) a customer in a terrible hurry or other customer types. Have the other students evaluate the "salesperson's" ability to adapt to the personality and needs of each customer type.	Selling Principles and Practices - Chapter 8 Retail Selling Chapter 18 Selling Principles and Methods - Chapters 3, 4 Selling Today Chapter 9 Fundamentals of Selling Chapter 4, C Principles of Creative Selling - Chapter 14 Introduction to Professional Selling - Chapter 5

Human Relations

Cluster Instructional Objective: DISPLAY AN ATTITUDE OF ADAPTABILITY AND COOPERATION.

Competency	Suggested Learning Activities	References
317 Be willing to perform tasks in addition to one's job responsibilities when the situation necessitates. 1531 Assume responsibility for individual actions. OTHER CLUSTER COMPETENCIES: 316	Discuss with students why an employee must assume responsibility for individual actions and why it is sometimes necessary to perform additional tasks or assume another person's responsibilities on the job. Ask students to cite personal examples of instances where they have done so. Ask each student to obtain from his/her employer or create his/her own job description listing duties/tasks for which s/he is responsible. Then, have students list duties which they actually perform and compare this list with the job description. Discuss these questions: 1) Are there duties on the list of duties actually performed that do not appear in the job description? 2) Should you be willing to perform duties that are not identified in your job description? Why or why not? Provide case studies regarding typical situations that can occur in an agribusiness in which it may be necessary to defend individual actions or perform tasks in addition to one's job responsibilities for students to read and discuss. (Continued on next page).	Human Relations at Work Chapters 3, 4 Human Relations in Marketing Chapter 3, Page 105 Fundamentals of Selling Chapter 3, C Basic Selling Chapter 9 Personality Development for Work - Chapter 6

Human Relations

Cluster Instructional Objective: DISPLAY AN ATTITUDE OF ADAPTABILITY AND COOPERATION.

Competency	Suggested Learning Activities	References
317 1531 (Cont.)	Have students participate in role-playing situations in which they must: 1) demonstrate initiative and/or the willingness to perform extra duties when necessary 2) defend or assume responsibility for an action they have taken.	

Human Relations

Cluster Instructional Objective: DISPLAY AN ATTITUDE OF ADAPTABILITY AND COOPERATION.

Competency	Suggested Learning Activities	References
316 Recognize the need for and adjust to change. OTHER CLUSTER COMPETENCIES: 317 1531	Have students list the various changes -- physical, mental, and emotional -- that a person goes through in his/her lifetime. Then, discuss typical changes that one can anticipate in his/her career life, such as: relocation, taking on or giving up responsibilities, management shake-ups, losing your boss, changes in procedures and methods, returning for an advanced degree, retraining for new job tasks, changes in benefits, being laid off or fired, being promoted, etc. Explain how to adjust to change using these six steps: 1) Recognize the change 2) Understand why the change is necessary 3) Develop willingness to accept the change 4) Accept the change 5) Adjust to the change 6) Anticipate further changes. Have students recall and give instances where they were subjected to changes at work and how they adjusted to them. Provide students with handouts listing these questions: "Thinking back over the past five years of your life -- 1) What major changes have occured? 2) How did you react to these changes? (Continued on next page.)	Effective Human Relations in Business - Chapter 14 Practical Human Relations Chapter 16 Working at Human Relations Chapter 10 Human Relations in Marketing Chapter 3 Human Relations in Agribusiness Pages 32-6 The New Management Chapter 16 Management-Minded Supervision Chapter 4

Human Relations

Cluster Instructional Objective: DISPLAY AN ATTITUDE OF ADAPTABILITY AND COOPERATION.

Competency	Suggested Learning Activities	References
316 (Cont.)	3) Why did you react as you did? 4) Did you accept or reject these changes when they occurred?" Students can either write their answers or just think about them. Have students write a brief paper explaining why people tend to resist change, and the possible results of resisting change. Some basic reasons for resistance include the following: 1) People feel inadequate to handle the changes being made. 2) They feel the change threatens their security. 3) They fear the unknown. 4) They don't trust those initiating the change. 5) They lack the ability to see the larger picture.	

Management

Cluster Instructional Objective: FORM GOOD HABITS IN BUSINESS MANAGEMENT.

Competency

1252
Determine policies, procedures, and programs for the business.

OTHER CLUSTER COMPETENCIES:

1250
1251
1253

Suggested Learning Activities

Discuss with students factors to keep in mind when formulating policies, procedures, and programs, and why they are necessary to effectively operate a business. Point out that policies may originate within the organization (set by management), or may be established by outside agencies (federal, state, and local government), and describe a business' attitudes in general. Programs are plans for each individual department which list the goals to be accomplished. Procedures are more specific and establish step-by-step guidelines for action.

Obtain copies of policy statements and procedures from various local agribusinesses (or other types of businesses) and bring these to class for students to review. Students should note similarities and/or differences among the policies and procedures. Ask students to share their ideas on why each is necessary for the business for which it was established, as well as what might result if the business did not establish such policies.

Given various situations typical of an agribusiness, have students determine (in writing) a policy, a procedure, or program that a manager could apply to each situation. Students may use the actual policies and procedures from the above activity as guidelines. Afterward, read students' answers to the class and discuss their applicability to the situations.

References

The New Management
Chapter 5

Supervision: Principles of Professional Management
Chapter 8

Supervision: The Direction of People at Work
Chapter 2

Management-Minded Supervision
Chapter 11

What Every Supervisor Should Know - Chapter 8

The Practice of Supervision
Chapter 16

Introduction to Agribusiness Management - Unit 4

Management

Cluster Instructional Objective: FORM GOOD HABITS IN BUSINESS MANAGEMENT.

Competency	Suggested Learning Activities	References
1251 Exercise skill in making decisions.	Discuss in class the fact that all managers and salespeople are faced with situations that require them to make decisions. Discuss these steps to follow when making a decision: 1) Identify the problem(s). 2) Gather data. 3) List possible solutions. 4) Analyze possible solutions. 5) Select the best solution based on information gathered. 6) Take action. 7) Accept responsibility for the action. Have each student think of a decision s/he has made in the past which did not work out well. See if each student can trace the failure to overlooking one of the steps discussed above and decide what should have been done. Provide case problems regarding conflicts or problem situations which may occur in an agricultural service business. Students should prepare written recommendations to resolve the problems. Evaluate the students' decisions, then conduct a class discussion about the decisions made and their appropriateness for each case.	Introduction to Agribusiness Management - Chapter 2 Supervision: Principles of Professional Management Chapter 9 Management-Minded Supervision Chapter 10 Business Principles and Management - Chapter 25 Supervisory Skills in Marketing - Chapter 4 The New Management Chapter 4 Supervision: The Direction of People at Work - Chapter 4 The Practice of Supervision Chapter 7
OTHER CLUSTER COMPETENCIES: 1250 1252 1253		

Management

Cluster Instructional Objective: FORM GOOD HABITS IN BUSINESS MANAGEMENT.

Competency

1250
Exercise skill in setting goals.

OTHER CLUSTER COMPETENCIES:

1251
1252
1253

Suggested Learning Activities

Discuss with students the process of goal creation, pointing out that objectives should be well thought out and concisely stated. Go over types of conflict that can occur when creating objectives: real goals may conflict with stated goals; an organization may have multiple and sometimes conflicting goals; goal distortion. These suggestions should be followed when setting goals:

1) Establish goals in all areas (not just profits).
2) Establish both short-term and long-term goals.
3) Make goals as measurable as possible.
4) Review goals frequently, and mark them off as they are achieved.
5) Build in a system of rewards when significant objectives are met.

On a sheet of paper, have each student write his/her personal goals and objectives for the next five years. What kinds of things would s/he like to accomplish? Where does s/he want to be--in terms of a career and personal life? Students should refer to the above suggestions when setting their goals.

(Continued on next page.)

References

Introduction to Agribusiness Management - Chapter 2

Supervisory Skills in Marketing - Chapter 3

Business Principles and Management - Pages 471-2

Supervision: Principles of Professional Management Chapter 8

The New Management Chapters 4, 5

Supervision: The Direction of People at Work Chapter 4

Management-Minded Supervision Chapter 11

What Every Supervisor Should Know - Chapter 32

The Practice of Supervision Chapter 6

Management

Cluster Instructional Objective: FORM GOOD HABITS IN BUSINESS MANAGEMENT.

Competency	Suggested Learning Activities	References
1250 (Cont.)	Have each student think about what s/he wishes to accomplish during the next two weeks, make a list of these objectives, and devise a time-table for completing them. Students should try to make some progress toward accomplishing each objective on their lists. At the end of the two weeks, have students compare their objectives and actual achievements. Discuss in class if they were good planners and managers of their time. If they did not reach their goals, discuss what went wrong and how those problems could be overcome.	

Management

Cluster Instructional Objective: FORM GOOD HABITS IN BUSINESS MANAGEMENT.

Competency

1253
Eliminate prejudice and discrimination in all business activities.

OTHER CLUSTER COMPETENCIES:

1250
1251
1252

Suggested Learning Activities

Stress to students the meaning and importance of the phrase "equal employment opportunities for all," discussing special personnel problems that can occur with these groups:

1) minorities
2) disadvantaged
3) women
4) handicapped
5) older workers.

Include a discussion of these terms: protective legislation, quota system, reverse discrimination, tokenism, afirmative action, and EEOC.

Discuss with students the problems that can occur if the business' employees cannot eliminate prejudice and discrimination when dealing with customers, and how this relates to business success. Provide case studies for students to read and discuss which deal with this subject.

Divide students into groups and have each group research and report on one of the following Federal anti-discrimination laws:

1) 1963 Equal Pay Act
2) 1964 Civil Rights Act
3) 1967 Age Discrimination in Employment Act
4) 1972 Equal Employment Opportunity Act.

Lead a class discussion on how each of these affects the agricultural service business industry.

References

What Every Supervisor Should Know - Chapter 19

Programmed Learning Aid for Supervision - Chapters 16, 17

Management-Minded Supervision Chapter 10

Supervision: The Direction of People at Work - Chapter 10

Supervision: Principles of Professional Management Chapter 7

The Practice of Supervision Chapter 19

Management

Cluster Instructional Objective: EMPLOY GOOD ATTITUDES ABOUT TIME MANAGEMENT.

Competency	Suggested Learning Activities	References
723 Plan and organize work in order to manage time effectively.	Discuss with students popular time-wasting habits, which include: trouble getting started, decision by committee, procrastination, lack of planning, lack of priorities, not following through, haste, overcommitment, visitors, telephone interruptions, ineffective meetings, wasted travel time, lack of delegation, and indecision. Students should identify possible causes and offer solutions for each bad habit. Stress the importance of establishing effective time management habits by pointing out work problems that could be alleviated by eliminating the above bad habits. Have students evaluate how well they manage their time by logging activities both on and off the job to determine if time and effort are being wasted, and how to improve performance. Students should also identify bad habits and devise a plan to break them. Acquiring new time-use habits can be done if you: 1) Begin a strong campaign against the old habit. 2) Do not tolerate exceptions until the new habits are firmly established. 3) Begin changing your behavior as soon as you resolve to change. Students should check their progress at monthly intervals. Give students examples of work typical of an agribusiness and have them organize the work and/or schedule employees accordingly. A written explanation should be turned in for evaluation and discussion.	The New Management Chapter 6 Supervision: Principles of Professional Management Chapter 5 Supervision: The Direction of People at Work - Chapter 2 Management-Minded Supervision Chapter 11 What Every Supervisor Should Know - Chapter 8 Selling: A Self-Management Approach - Chapter 11 Selling Chapter 15 Selling Today Chapter 19 The Practice of Supervision Chapter 20 Introduction to Professional Selling - Chapter 12

Management

Cluster Instructional Objective: TREAT EMPLOYEES IN A PROFESSIONAL MANNER.

Competency

691
Make job orientations for new employees friendly, skillful, and adequate.

OTHER CLUSTER COMPETENCIES:

652
1254

159

Suggested Learning Activities

Obtain and show a film regarding the orientation and training of employees. Afterwards, students should discuss how the film applies to training employees in the agricultural industry.

Divide students into small groups and have each group brainstorm a list of recommendations for a job orientation and training program for employees that will assure friendly, skillful, and adequate training. Afterwards, groups should share their ideas in a class discussion.

Have each student choose an entry position in a particular type of agricultural service business and develop a step-by-step plan of orientation for a new employee. Then, students should describe later training the employee might need and how the training should be given. (This project should last over a two - three week period to give students time to research their work.)

References

What Every Supervisor Should Know - Chapter 16

Supervision: The Direction of People at Work - Chapter 17

Management-Minded Supervision
Chapter 8

Supervisory Skills in Marketing
Chapters 5, 7

The New Management
Chapter 8

The Practice of Supervision
Chapter 14

160

Management

Cluster Instructional Objective: TREAT EMPLOYEES IN A PROFESSIONAL MANNER.

Competency

652
Handle employee complaints and grievances in a fair and effective manner.

OTHER CLUSTER COMPETENCIES:

691
1254

Suggested Learning Activities

Discuss with students the various kinds of employee grievances a manager/supervisor might encounter, i.e., wage complaints, discipline measures, loss of seniority, transfers, work hours and/or scheduling, promotions, etc. Ask students for suggestions on how to handle each type of complaint, and discuss possible outcomes.

Provide case problems regarding employee grievances. Students should explain (in writing) how they would handle each problem, keeping in mind that while established policies must be followed, the individual characteristics of each situation must be considered.

Divide students into small groups and let each group plan and prepare a role-playing situation involving an employee grievance to present to the class. After each presentation, students should evaluate the reaction of the student/manager through a class discussion.

References

Management-Minded Supervision
Chapter 10

What Every Supervisor Should Know - Chapter 21

Supervision: The Direction of People at Work - Chapter 15

Supervision: Principles of Professional Management
Chapter 16

Programmed Learning Aid for Supervision - Chapter 12

Supervisory Skills in Marketing
Chapter 7

The Practice of Supervision
Chapters 13, 18

Management

Cluster Instructional Objective: TREAT EMPLOYEES IN A PROFESSIONAL MANNER.

Competency	Suggested Learning Activities	References
1254 Empathize with the needs and problems of employees.	Discuss with students the importance of recognizing the needs and problems of employees in order to help these employees cope with their jobs, and the ways to recognize specific needs and problems such as emotional stress, alcoholism, drug abuse, hostility, absences, etc. After students have read one or more of the references, provide case studies involving employees with problems or special needs. Students should read the case studies and decide on a course of action they feel is most suitable for each situation. Have students write their ideas on paper, along with reasons for choosing that course of action, to turn in for evaluation. The instructor may choose to read answers to the class for discussion.	What Every Supervisor Should Know - Chapter 20 Management-Minded Supervision Chapter 6 Supervision: The Direction of People at Work - Chapter 10 The New Management Chapter 13 Programmed Learning Aid for Supervision - Chapter 17 Supervisory Skills in Marketing - Chapters 2, 7
OTHER CLUSTER COMPETENCIES: 652 691	Divide students into pairs or small groups and let each group prepare a role-playing situation involving a different employee problem to present to the class. After each presentation, the class should evaluate the reaction of the student/manager through a class discussion.	

Management

Cluster Instructional Objective: EXERCISE MANAGEMENT SKILL FOR ACCEPTABLE JOB COMPLETION.

Competency

1255
Determine the lines of authority and responsibilities of personnel in the business.

OTHER CLUSTER COMPETENCIES:

695
789
1256

Suggested Learning Activities

Discuss with students the importance of having a line of authority. Stress what would happen if responsibilities were not assigned to specific people and standard procedures were not followed at work. Also, discuss what happens when employees bypass their immediate supervisor to "go straight to the top" with their comments or complaints.

Obtain sample organizational charts of agricultural service businesses. Have students study them to note the lines of authority--who reports to whom, etc.

Give students a list of employee titles typical of a large agricultural service business. Divide students into groups and have them develop a logical organizational chart from the list of employees. Students should also outline the responsibilities associated with each title.

References

Human Relations in Business
Chapter 4

Supervision: The Direction of People at Work - Part 1

Supervision: Principles of Professional Management
Chapter 10

Personnel Management
Part 3

Introduction to Agribusiness Management - Chapter 11

Management

Cluster Instructional Objective: EXERCISE MANAGEMENT SKILL FOR ACCEPTABLE JOB COMPLETION.

Competency	Suggested Learning Activities	References
695 Determine in various situations the most efficient way to get the job accomplished.	Discuss with students how an agribusiness manager or salesperson can effectively utilize available time in order to maximize his/her efficiency. Point out tasks that a manager or salesperson usually performs, and have students determine the most effective means of accomplishing these tasks. Provide case problems regarding situations which may occur in agricultural service business settings. Students should make written recommendations for improving job efficiency or resolving any conflict presented in the problems. Later, conduct a class discussion about the various solutions proposed for the case problems. Have each student conduct a mini-time-and-motion study with the cooperation of a local agribusiness employee or manager. Students should log activities both on and off the job for one day to determine if that individual is utilizing the most efficient means to get the job accomplished.	Selling: A Self-Management Approach - Chapter 11 Selling Principles & Methods Chapter 17 Selling: Principles & Practices - Chapter 20 Management-Minded Supervision Chapter 11 What Every Supervisor Should Know - Chapter 9
OTHER CLUSTER COMPETENCIES: 789 1255 1256		

Management

Cluster Instructional Objective: EXERCISE MANAGEMENT SKILL FOR ACCEPTABLE JOB COMPLETION.

Competency	Suggested Learning Activities	References
1256 Follow-up on job assignments and tactfully make corrections where necessary.	Have each student read one of the references and compile a list of points to follow when correcting employee mistakes. Follow with a class discussion of these points and invite suggestions regarding hypothetical situations which you provide. Provide case studies regarding situations where employee mistakes are discovered upon follow-up by managers. Students should explain how they would tactfully handle each situation and correct the mistake by offering their suggestions in a class discussion or on paper. Students should discuss possible outcomes of situations where the manager does not handle the mistake tactfully. Divide students into pairs or small groups and have each group plan and present a role-playing situation in which a manager discovers an employee mistake and the manner in which s/he corrects it. Discuss the effects of the method of handling each situation. (Some groups should plan on poor handling to evoke discussion.)	What Every Supervisor Should Know - Chapters 11, 12 Supervision: The Direction of People at Work - Chapters 13, 14 Management-Minded Supervision Chapter 9 Supervision: Principles of Professional Management Chapter 11 Supervisory Skills in Marketing - Chapter 7

OTHER CLUSTER COMPETENCIES:

695
789
1255

Management

Cluster Instructional Objective: EXERCISE MANAGEMENT SKILL FOR ACCEPTABLE JOB COMPLETION.

Competency

789
Recognize that in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities within an agricultural business operation.

OTHER CLUSTER COMPETENCIES:

695
1255
1256

Suggested Learning Activities

Invite a guest speaker from a large agricultural business, if possible, to speak to the class on the business' management trainee program--the qualifications one needs to enter the program and the steps one follows through the course of the program.

Have students prepare a report concerning advancement procedures and management training in an area of agriculture of their choice. Reports should include the title of all jobs a management trainee might perform during the training process, as well as a description of those jobs. Students should also include their opinions on whether or not it is important for a management trainee to work in various capacities of the business to be successful as a manager and why.

References

Business Principles and Management - Chapter 20

What Every Supervisor Should Know - Chapter 16

Supervision: Principles of Professional Management Chapter 11

Supervision: The Direction of People at Work - Chapter 18

Management

Cluster Instructional Objective: SHOW AN INTEREST IN EMPLOYEE CONTRIBUTIONS TOWARD MANAGING THE AGRIBUSINESS.

Competency	Suggested Learning Activities	References
746 Believe that employees must be continuously informed of new products, services, or trends through individual or group training.	After reading selected references, students should write a brief essay on the importance of keeping informed of business developments, identifying at least ten sources from which a business employee could obtain continuous information about new services, processes, or trends. Have students interview three to five business employees to determine how they keep informed of new services, processes, and trends, and how they use this knowledge in serving the business and its customers. Students should prepare a report to share with the class. Assign each student a different service or process on which to secure all available information. Students should prepare a report about the service or process and their sources of information.	Management-Minded Supervision Chapter 8 Supervision: The Direction of People at Work - Chapter 18 Supervisory Management Chapter 11 The New Management Chapter 15

OTHER CLUSTER COMPETENCIES:

740
742
1257

Management

Cluster Instructional Objective:

SHOW AN INTEREST IN EMPLOYEE CONTRIBUTIONS TOWARD MANAGING THE AGRIBUSINESS.

Competency

740
Believe that each employee should be made to feel that his/her efforts are really appreciated.

OTHER CLUSTER COMPETENCIES:

742
746
1257

Suggested Learning Activities

Discuss with students the importance of showing appreciation for employees' efforts, asking students to suggest ways a manager can accomplish this. For example, a manager can give an employee a raise in pay for excellent work, or s/he can simply check attendance records periodically and compliment an employee with an excellent record. Also, ask students to think about the last time they were commended for a job well done, or maybe expected a commendation and were not given one. Students should discuss how this affected their attitudes about their jobs.

Divide students into small groups and let each group prepare a role-playing situation regarding a manager showing appreciation for an employee's efforts utilizing the examples discussed in the above activity.

Provide case studies for students to read and discuss in which a manager either shows or fails to show appreciation for employees' efforts. Students should suggest how they, as managers, would handle each situation.

References

Business Principles and Management - Chapter 20

Management-Minded Supervision
Chapters 6, 7

Supervision: The Direction of People at Work
Part 2

Introduction to Agribusiness Management - Page 82

Management

Cluster Instructional Objective:

SHOW AN INTEREST IN EMPLOYEE CONTRIBUTIONS TOWARD MANAGING THE AGRIBUSINESS.

Competency

742
Believe that employees should take part in planning those things which affect their working conditions.

OTHER CLUSTER COMPETENCIES:

740
746
1257

Suggested Learning Activities

Discuss with students why employees have a need to be knowledgable about those things which affect them, why it is important for managers to involve employees in decision-making, and why managers should allow employees to participate more fully in the work of the business.

Have students write a brief paper defending the following statement: "Human nature repeatedly proves that employees who have been a part of formulating a plan, setting a goal, or developing an idea work harder to bring about its success."

Provide case studies for students to read and discuss involving employee participation and non-participation in management, and the effects of each.

Divide the class into two groups, and assign each group a task to complete. Give one group specific instructions on how to complete the task, and let the other group plan and complete the task on its own. Afterward, ask each group's members to discuss how easily the task was completed, and whether or not it makes a difference to allow the group members to participate in decisions which affect their working conditions.

References

What Every Supervisor Should Know - Chapter 25

Supervision: Principles of Professional Management Chapter 8

Introduction to Agribusiness Management - Chapter 4

Management-Minded Supervision Chapter 7

Supervision: The Direction of People at Work - Chapter 12

Management

Cluster Instructional Objective: SHOW AN INTEREST IN EMPLOYEE CONTRIBUTIONS TOWARD MANAGING THE AGRIBUSINESS.

Competency	Suggested Learning Activities	References
1257 Build employee morale, motivation, and loyalty.	After reading one or more of the references, students should develop a list of ways an employer can build employee morale, motivation, and loyalty. Students should share their list with the rest of the class for comparison and discussion. Lead a class discussion regarding factors students have experienced in jobs they have held or are presently holding which have influenced their morale, motivation, and loyalty to the business. Students should tell how these factors affected them, positively or negatively, and what the managers could have done to improve conditions. Provide case studies for students to read which deal with various factors affecting employee morale, motivation, and loyalty, such as: wages, working conditions, status and recognition, boredom, work load, job security, co-worker and management relationships, etc. After reading each case, students should prepare a written solution which explains what actions they, as managers, would take to improve the situation.	What Every Supervisor Should Know - Chapters 2, 3, 25 Business Principles & Management Chapter 20 Supervision: Principles of Professional Management Chapter 17 Supervision: The Direction of People at Work - Chapter 7 Management-Minded Supervision Chapter 7 Human Relations in Agribusiness Chapter 10
OTHER CLUSTER COMPETENCIES: 740 742 746		

Management

Cluster Instructional Objective: DEVISE NEW AND IMPROVED WAYS TO PROVIDE AGRICULTURAL SERVICES TO CUSTOMERS.

Competency	Suggested Learning Activities	References
787 Evaluate established methods and incorporate new ideas to improve customer service.	Ask students to list as many customer services of which they are aware, and discuss their importance to the business which provides them. Also, discuss with students why it may be necessary, at times, to evaluate established methods and incorporate new ideas to improve these services. Lead a class session in which you discuss points that should be considered when evaluating a customer service, writing each point on a chalkboard or transparency as it comes up in the discussion. Students should list these points and use them to evaluate a service at their place of employment or a local business. Provide students with a handout of these questions: 1) What is the service in question? 2) On what terms is the service available? 3) How much does the service cost? 4) Who uses the service? 5) What purpose does it serve? Arrange for students to interview a local business manager to answer these questions about a particular service his/her business provides.	Selling Today Chapter 17 Fundamentals of Selling Chapter 7, D Selling Principles and Methods Chapter 16
OTHER CLUSTER COMPETENCIES: 1258		

Management

Cluster Instructional Objective: DEVISE NEW AND IMPROVED WAYS TO PROVIDE AGRICULTURAL SERVICES TO CUSTOMERS.

Competency	Suggested Learning Activities	References
1258 Plan an effective strategy for selling the services and products of the business.	Discuss with students why an agribusiness, no matter how simple it seems, has many aspects, and that a good agribusiness manager must know these aspects and be able to fit them together into an efficient, profitable total business: Sales, Purchasing, Production, Personnel, Finance, Transportation, Storage, and Research and Development. Have each student choose a particular type of agricultural service business. Students should then interview the manager of that type of business to determine how s/he utilizes the eight aspects of an agribusiness when planning a selling strategy. Students should then share their findings in a class discussion. Assign a specific type of agricultural service business to each student. Have students formulate a selling strategy for this business type, taking into consideration the eight aspects of an agribusiness.	Supervision: Principles of Professional Management Chapter 8 Introduction to Agribusiness Management - Unit 4 Selling in Agribusiness Unit 2

OTHER CLUSTER COMPETENCIES:

787

Management

Cluster Instructional Objective:

IDENTIFY INTANGIBLE FACTORS AND DESCRIBE HOW THEY MAY INFLUENCE BUSINESS SUCCESS.

Competency	Suggested Learning Activities	References
674 Know the intangibles of business, such as human relations factors, long-run economic factors, and innovations, which may influence business.	Discuss with students what is meant by "intangibles" and provide several examples. Point out how these may affect managerial control, decision-making, goal setting, profits, etc. Have students read and summarize a recent article which deals with the impact of intangibles on a business. For example, ask students to read and summarize an article dealing with the effect of computer technology (innovations) on the dairy industry. Students should give a short oral report on the article to the rest of the class. Have selected students interview business managers regarding intangible factors of business and how they affect the business, preparing specific questions in advance which have been approved by the instructor. Students should share their findings in a class discussion.	Modern Business Part 5 Marketing in Action Chapter 3 Business Principles and Management - Chapters 2, 3

Marketing/Economics

Cluster Instructional Objective: IDENTIFY SOURCES OF MARKETING INFORMATION.

Competency	Suggested Learning Activities	References
1027 Recognize that manufacturing or company representatives are a source of market information.	Discuss the effect that market information has on sales. Solicit students' suggestions of ways in which to obtain this type of information. Ask them to relate these ways to a certain product or service and decide the most effective way in which to gather information about that particular product or service. Brainstorm a list of market information items that a manufacturing or company representative may be able to provide. Then, discuss each item and have the class decide why it would be important for an agricultural service business to have this information. Invite a manufacturing or company representative to talk to the class about what part s/he plays in providing market information to various businesses served. Encourage students to ask questions. Students should then find out if their employer uses the services of such a representative, and if so, the type of information that is obtained.	Marketing in Action Chapters 2, D; 10 Marketing Practices and Principles - Chapter 12 Principles of Marketing Chapter 2 Fundamentals of Selling Chapter 4, D

Marketing/Economics

Cluster Instructional Objective:

UNDERSTAND THE VARIOUS FACTORS WHICH MAY INFLUENCE THE MARKETING OF AGRICULTURAL SERVICES OR PRODUCTS.

Competency	Suggested Learning Activities	References
1028 Understand the importance of the profit motive in the pricing of agricultural products and services.	Discuss with the class the meaning of the term "profit". Solicit student responses on the importance of profit in agribusiness. Discuss how intended or anticipated profit affects the price business people assign merchandise. Ask students to write an opinion paper on the statement "Profit is the most important consideration for the price of merchandise." Discuss in class some important points presented in the papers. Divide the class into small groups. Have each group go to different agricultural service businesses in the community and ask the owner/manager what the greatest determinant is for retail and wholesale prices. Students should prepare the information in the form of an oral report and present this report to the rest of the class.	Economic Principles and Applications - Chapters 9-12 Business Principles and Management - Chapter 9 Marketing Practices and Principles - Chapters 18, 19 Fundamentals of Selling Chapter 7, B Introduction to Agribusiness Management - Chapter 7

OTHER CLUSTER COMPETENCIES:

1029
1031
1021

Marketing/Economics

Cluster Instructional Objective: UNDERSTAND THE VARIOUS FACTORS WHICH MAY INFLUENCE THE MARKETING OF AGRICULTURAL SERVICES OR PRODUCTS.

Competency	Suggested Learning Activities	References
1029 Understand livestock and crop prices and price trends.	Discuss with students the various factors which influence the prices of livestock and crops, such as: 1) supply and demand 2) governmental controls 3) environmental conditions 4) technological changes 5) economic conditions. Provide case histories for students to read which deal with one or more of the above factors influencing the price of crops and/or livestock. For example, the price of oranges rose in 1982 as a result of freezing temperatures which destroyed the Florida orange crop (environmental conditions and insufficient supply). Divide students into groups, and assign each group a different agricultural crop or product of livestock, such as wheat or beef. Have each group research the price of that item over a set period of time (10 to 20 years). Each group should then construct a bar graph depicting the price trend of the crop/livestock over the time period, and identify, on the graph, the factors responsible for each price change. Groups should then present their graphs to the class for discussion.	Introduction to Agribusiness Management - Chapter 10 Working in Agricultural Industry - Chapter 10 Economic Principles and Applications - Chapters 9-12 Principles of Marketing Chapters 13-15 Selling Principles and Practices - Chapter 17 Business Principles and Management - Chapter 9

OTHER CLUSTER COMPETENCIES:

1028
1031
1021

Marketing/Economics

Cluster Instructional Objective: UNDERSTAND THE VARIOUS FACTORS WHICH MAY INFLUENCE THE MARKETING OF AGRICULTURAL SERVICES OR PRODUCTS.

Competency	Suggested Learning Activities	References
1031 Identify factors influencing supply and demand.	Start a discussion by asking students to write a definition for "supply" and "demand." Select students to read their definition and write it on the board. Build the rest of the discussion around supply and demand by talking about the importance of supply and demand, factors which may affect both, and how both may affect business. Divide students into small groups and ask each group to list ten products. For each one, ask them to list two factors that would influence the supply and demand for that product. Then ask students to share the exercise with the rest of the class. Have each student choose a different type of agricultural product or service. Students should research the supply and demand of that product/service over the last five to ten years. Students should then prepare a written report of their findings, including the factors which caused a change in the supply or demand of that product/service.	Marketing Practices and Principles Pages 99-100; 187-8 Fundamentals of Selling Chapter 1, A Economics Principles and Applications - Chapter 9 Business Principles and Management - Chapter 3
OTHER CLUSTER COMPETENCIES: 1028 1029 1021		

Marketing/Economics

Cluster Instructional Objective: UNDERSTAND THE VARIOUS FACTORS WHICH MAY INFLUENCE THE MARKETING OF AGRICULTURAL SERVICES OR PRODUCTS.

Competency	Suggested Learning Activities	References
1021 Understand the effects of laws, regulations, and government agencies on the agricultural service business.	Discuss with students pertinent legislation affecting agricultural services marketing activity. Ask a local attorney or a representative from a regulatory agency to speak to the class about these regulations and how they are enforced. Divide the class into small groups and assign each group a different law regulating some business activity. Have each group present an oral report to the class including these points: 1) Title of legislation 2) Summary 3) Who it regulates 4) How it affects business and consumers 5) Examples of businesses that have violated the law. Have students collect newspaper or magazine articles concerning government regulatory activity of agricultural service businesses. Students should share their findings in a class session. Provide case studies for students to read and discuss involving actual cases in which agribusinesses violated laws or regulations and the outcomes.	Business Principles and Management - Chapter 4 Applied Business Law Chapters 26-30 Retail Merchandising Chapter 18 Introduction to Agribusiness Management - Chapter 8
OTHER CLUSTER COMPETENCIES: 1028 1029 1031		

Mathematics

Cluster Instructional Objective: PERFORM SIMPLE MATHEMATICAL CALCULATIONS.

Competency	Suggested Learning Activities	References
1702 Add, subtract, multiply, and divide with precision.	Have students complete a math pre-test to determine if they have any special problems with addition, subtraction, multiplication, or division. If necessary, give students sheets of math problems to work. Check for improvement. Give students mathematical word problems pertaining to agribusiness situations. Check all answers to determine students' ability to perform mathematical calculations in practical situations. Continue problem practice as necessary.	Programmed Business Mathematics Book 1 - Chapters 1, 2 Marketing Math Section 1 Mathematics in Marketing Chapters 1, 2 Basic Business Mathematics Units 1, 2, 3 Business Mathematics Chapter 1 Mathematics of Business Chapter 1 Selling Principles and Practices - Chapter 7

OTHER CLUSTER COMPETENCIES:

1377
1708

Mathematics

Cluster Instructional Objective: PERFORM SIMPLE MATHEMATICAL CALCULATIONS.

Competency	Suggested Learning Activities	References
377 Use and translate percentages, fractions, and decimals.	Give students a pre-test to determine if they have any special problems with percentages, fractions, or decimals. If necessary, give students sheets of problems for practice and improvement.	Marketing Math Section 1 Mathematics in Marketing Pages 5, 7 Basic Business Mathematics Part 1 Business Mathematics Chapters 1, 3 Mathematics of Business Chapters 2, 3 Programmed Business Mathematics Book 1 - Chapters 3, 4, 5, 8, 11, & 12
	Provide case problems of typical agribusiness situations that include calculations students must perform involving percentages, fractions, and decimals. Check all answers to determine students' ability to handle mathematical calculations in practical situations.	
	Continue problem practice as necessary.	

OTHER CLUSTER COMPETENCIES:

1702
1708

Mathematics

Cluster Instructional Objective: PERFORM SIMPLE MATHEMATICAL CALCULATIONS.

Competency	Suggested Learning Activities	References
1708 Effectively use computing devices and mechanical aids to speed mathematical calculations.	Give students a pre-test on their ability to use an adding machine and/or electronic calculator in working mathematical problems. If necessary, give students problems for practice to improve their skills. Provide students with mathematical word problems pertaining to agricultural service business situations. After working through a sample problem with students, have them complete a sheet of similar problems on their own using the electronic calculator. Check students' work for accuracy. Continue practice on adding machines/electronic calculators as necessary.	Electronic Calculators for Business Use Units 1 - 4 Mastering Business Math and Machines Pages 41-86; 109-14 Business Mathematics: A Consumer Approach Appendix A, pages 303-11

OTHER CLUSTER COMPETENCIES:

377
1702

Mathematics

Cluster Instructional Objective: ACCURATELY COMPUTE CUSTOMER SALES.

Competency	Suggested Learning Activities	References
374 Accurately calculate the exact amount of a customer's purchase. 362 Compute local, state, and federal taxes which must be applied to sales. 363 Accurately compute discounts, delivery charges, etc., when computing bills.	Discuss with students factors to consider when calculating a customer's purchase -- services rendered, supplies, delivery charges, discounts granted, sales tax to be applied, etc. Show sample invoices or sales forms used by local agribusinesses and discuss the information required and proper completion of each. Go through these procedures with students in order to aid them in correctly billing customers: 1) Provide copies of the Illinois State Tax Collection Schedule and have students find the appropriate tax amounts for various sales totals. 2) Have students complete exercises in computing various customer discounts. 3) Provide a schedule of delivery charges and have students find the appropriate charge for various items and/or distance delivered. 4) Discuss any other additional charges which might be appropriate to certain agricultural service businesses. Give students informational paragraphs describing agribusiness customer sales situations. Students should calculate the appropriate sales total in each situation, and complete an appropriate sales form.	Marketing Math Section 4 Mathematics in Marketing Chapter 2 Business Mathematics Chapter 5 Basic Business Mathematics Chapter 15 Programmed Business Mathematics Book 2 - Chapters 8-11, 20 Fundamentals of Selling Chapter 11, E Selling Principles and Practices - Chapter 7 Retail Selling Chapter 10

Mathematics

Cluster Instructional Objective: CORRECTLY MAKE CHANGE AND USE THE CASH REGISTER.

Competency	Suggested Learning Activities	References
1701 Use the cash register properly. 386 Make change quickly and accurately.	Show transparencies or handouts of different types of cash registers, such as full-key, ten-key, and point-of-sale terminals. If a cash register is available, have students practice adding lists of figures. If not, arrange for a field trip to observe and use a cash register in a business. Give a presentation on how to make change using the count-up method. Assuming your cash register does not indicate how much change is due, use play money to demonstrate how you would make change using the count-up method. Afterwards, have students practice making change to each other. Construct problems giving the total customer purchase and the amount the customer pays. Have students determine the total amount of change to be given back, and the number of each coin or bill (using the least number possible in each situation).	The Cashier Chapter 3 Checker-Cashier Section 7 Mathematics in Marketing Chapter 3 Marketing Math Section 4 Retail Selling Chapters 12, 13, 14

Mathematics

Cluster Instructional Objective: APPLY PROPER RECORDKEEPING PROCEDURES.

Competency	Suggested Learning Activities	References
355 Maintain proper records of cash received and bank deposits to prevent losses.	Discuss with students why keeping track of the cash received is one of the most important financial functions in a business, emphasizing the fact that poor recordkeeping is a major factor in the failure of so many small businesses. Show examples of common forms used in a business for keeping records of cash flow, and explain how they should be completed. Arrange for a visit to a local bank or other business, and observe the procedures used to maintain proper records of cash receipts, deposits, etc. Given blank sample forms and problem informational paragraphs, students should complete the appropriate form(s) for each problem situation. Continue practice and/or discussion as necessary. Provide students with exercises in maintaining a checking account for a business, including writing checks and keeping the check register, completing deposit slips and recording deposits, and reconciling bank statements.	Mathematics in Marketing Chapter 3 Marketing Math Section 4 Retail Selling Chapter 11 General Recordkeeping Chapters 5, 10, 11 Practical Record Keeping Chapters 5, 6, 49 Agribusiness Procedures and Records - Unit 3

Merchandising

Cluster Instructional Objective: BE AWARE OF COMPETITORS' ACTIVITIES.

Competency	Suggested Learning Activities	References
438 Keep informed of competitive conditions in the market area which the business serves.	Ask students to define the term "competition", and give examples of it. Discuss why it is important to be aware of what competitors are doing and how the information gained can be used to help increase sales. Include in this discussion applicable laws regulating competition. Have students prepare a list of ways that an agricultural service business employee can keep informed of competitive conditions in the market area--such as reading advertising, comparing customer services, etc. Have each student assume that s/he is the manager of a large agricultural service business and has called a staff meeting. At this meeting, the manager will spend three minutes stressing the need for business personnel to keep informed of competitive conditions. Have students write out their "speeches" and then select a few to present their speech to the class.	Marketing Practices and Principles - Chapter 18 Marketing in Action Chapter 7, B Selling Principles and Practices - Pages 338-44 Retail Selling Pages 391-92 Retailing Principles and Practices - Pages 466; 503-4 Selling Today Chapter 7 Modern Applied Salesmanship Chapter 6

Operations

Cluster Instructional Objective: LEARN AND FOLLOW THE BUSINESS' POLICIES AND PROCEDURES CONCERNING EMPLOYEE CONDUCT.

Competency	Suggested Learning Activities	References
1801 Know the business' policies concerning dress regulations, tardiness and absences, personal use of the telephone, lunch hours, personal leave, etc.	Discuss with students why it is important for set policies and procedures to exist concerning employee conduct, and why employees must understand and follow them. Also, discuss how these policies and procedures benefit both the employer and employees. Secure a copy of the policy manual from a local agricultural service business. Have students study the manual and answer study questions regarding various employee rules and procedures. Also, have students compare these policies and procedures with those at their places of employment. Divide students into groups and have each group develop a list of general employee policies and procedures for an imaginary agribusiness. Each group should then share its list with the class, and be prepared to defend any policy or procedure included in the list.	Human Relations in Agribusiness - Chapter 4 Selling in Agribusiness Chapter 2 Human Relations in Business Chapters 3, 4 Retailing Principles and Practices - Part 4 Retail Merchandising Chapter 5 Fundamentals of Selling Chapter 7 Salesmanship Fundamentals Chapter 22

Operations

Cluster Instructional Objective: UNDERSTAND AND FOLLOW THE BUSINESS' POLICIES AND PROCEDURES CONCERNING CUSTOMER PAYMENT OF BILLS.

Competency	Suggested Learning Activities	References
1807 Know the different methods of bill collection used by agricultural firms. 603 Discuss delinquent accounts with customers, keeping their goodwill.	Discuss with students the common method used by agricultural firms to collect customer payments: 1) Mail collection letters (or reminders). 2) Personally call the customer. 3) Enlist the aid of a collection agency. 4) File lawsuits (as a last resort). Point out that, since collection letters are the least expensive of these alternatives, a business should send several reminders to allow the customer ample opportunity to make payment. Discuss with students the following tips to keep in mind when writing collection letters: 1) Letters should be tactful, but direct. 2) The first letter is more of a reminder than a demand for payment. 3) Subsequent letters become more demanding. 4) The final letter may stop credit and inform the customer of the alternative methods of collection. Ask students to define ways that they would like to be notified if their account should become delinquent. Have a selected group of students interview managers of several local agribusinesses to determine how they approach customers with delinquent (Continued on next page.)	Agribusiness Procedures and Records - Chapter 4 Fundamentals of Selling Chapter 7, C Business Principles and Management - Chapter 16 Basic Retailing Chapter 15 Retail Merchandising Chapter 5 Retailing Principles and Practices - Unit 16

Operations

Cluster Instructional Objective: UNDERSTAND AND FOLLOW THE BUSINESS' POLICIES AND PROCEDURES CONCERNING CUSTOMER PAYMENT OF BILLS.

Competency	Suggested Learning Activities	References
1807 603 Cont.	accounts while keeping the customers' goodwill. Students should report their findings in a class discussion. Have pairs of students role-play a situation where an agribusiness credit manager discusses a delinquent account with a customer. Other students should view each demonstration and evaluate the "manager's" ability to keep the customer's goodwill based on the following points: listen, consider the individual, empathy, tact, policy, firmness, commitment.	

Operations

Cluster Instructional Objective: DEMONSTRATE THE PROPER METHOD OF RECORDKEEPING AND INVENTORY CONTROL.

Competency	Suggested Learning Activities	References
714 Reduce costly errors by maintaining proper records of business operations. OTHER CLUSTER COMPETENCIES: 1808 1810 1811 1812	Discuss with students what is meant by the "records" of a business, and explain that records may be in written form, stored in computers, punched cards, tape, disks, and microfilm. Show examples of recordkeeping systems and discuss each. Discuss with students the following types of records an agribusiness might keep: 1) sales 2) purchases 3) personnel 4) equipment and supplies 5) taxes 6) insurance. Explain the importance of each of the above records, providing examples of each type. Ask students to think of records that are kept at their place of employment, and decide into which of the above types they would be placed. After reading one or more of the listed references, have students develop a list of reasons why keeping good records is important to an agribusiness. Included in students' lists should be: 1) to save time 2) to save costs 3) to reduce errors (Continued on next page.)	Agribusiness Procedures and Records - Part 3 Business Principles and Management - Chapter 12 Retailing Principles and Practices - Chapter 72 Basic Retailing Chapter 16

Operations

Cluster Instructional Objective: DEMONSTRATE THE PROPER METHOD OF RECORDKEEPING AND INVENTORY CONTROL.

Competency	Suggested Learning Activities	References
714 (Cont.)	4) to meet government regulations 5) to assess financial standing 6) to provide future direction. Arrange for students to visit a local agribusiness in order to see the types of records kept and the system of recordkeeping utilized by that business.	

Operations

Cluster Instructional Objective: DEMONSTRATE THE PROPER METHOD OF RECORDKEEPING AND INVENTORY CONTROL.

Competency

1808
Recognize the importance of inventory control systems.

OTHER CLUSTER COMPETENCIES:

714
1810
1811
1812

Suggested Learning Activities

Discuss with students the definition of an agribusiness' "inventory," pointing out that the kinds of items in an inventory depend on the type of agribusiness involved. Discuss examples of inventory for various types of agribusinesses. For instance, a farm supplies business' inventory would include:

1) products to be sold (feed, fertilizer, tools, etc.)
2) raw materials (potash, ammonium nitrate, etc.)
3) store fixtures (cash register, display racks, etc.)

Discuss with students the definition of "inventory control systems," pointing out the different methods of inventory control which may be utilized by an agribusiness, and the importance of each system to management. In the discussion, include the following terms: unit control, dollar stock control, stock list, perpetual inventory, and physical inventory.

Have students determine the inventory control system which is used at their places of employment. If possible, have students take an active part in taking inventory at work. Students should report their findings to the class for discussion.

(Continued on next page.)

References

Agribusiness Procedures and Records - Chapter 5

Business Principles and Management - Chapter 25

Retail Merchandising Chapters 15, B; 17, C-E

Basic Retailing Chapter 9

Retailing Principles and Practices - Chapter 39

Operations

Cluster Instructional Objective: DEMONSTRATE THE PROPER METHOD OF RECORDKEEPING AND INVENTORY CONTROL.

Competency	Suggested Learning Activities	References
1808 (Cont.)	Given hypothetical inventory information, have students determine the inventory on hand at the end of a specified time period using: 1) the perpetual inventory system 2) the physical inventory system. After students have completed this activity, ask them to state the importance of this information to the operation of the business.	

Operations

Cluster Instructional Objective: DEMONSTRATE THE PROPER METHOD OF RECORDKEEPING AND INVENTORY CONTROL.

Competency

1810
Keep accurate records of goods and services sold by classification--use of ticket stubs or special forms.

OTHER CLUSTER COMPETENCIES:

714
1808
1811
1812

Suggested Learning Activities

Discuss with students the different types of sales transactions possibly handled by a typical agribusiness:

1) cash sales
2) charge sales
3) COD sales
4) layaway or will-call
5) discount sales.

Point out the importance of keeping accurate records of any sales transaction by classification, giving examples of how this can be accomplished.

Have small groups of students visit local agribusinesses to determine how these businesses keep records of goods and services sold by classification. Have students ask the manager, or agribusiness employee, for sample copies of special forms used and/or ticket stubs. Students should bring items collected to class for discussion. Students should also be prepared to explain the system used to record goods and services sold at the businesses they visited.

Provide actual cash register sales receipts and have students list the information given on the receipts. Also, provide blank copies of special forms used to record sales and, given hypothetical data, have them fill out the forms, noting the importance of each piece of information.

References

Business Principles and Management - Chapter 25

Agribusiness Procedures and Records - Chapter 8

Retail Selling
Chapter 15

Retailing Principles and Practices - Chapter 19

Basic Retailing
Chapter 9

Retail Merchandising
Chapter 9, C

Operations

Cluster Instructional Objective: DEMONSTRATE THE PROPER METHOD OF RECORDKEEPING AND INVENTORY CONTROL.

Competency

1811
Use purchase orders, shipping statements, invoices, etc., to process products and services.

OTHER CLUSTER COMPETENCIES:

714
1808
1810
1812

227

Suggested Learning Activities

Provide students with sample purchase orders, shipping statements, invoices, etc. After discussing each form, have students answer questions about each, such as:

1) What purpose does this document serve?
2) What information is included on this document?
3) From where does this document originate?

Have each student determine if any of the above forms are used where s/he works. If so, students should trace the path of each record used, and detail this in the form of a flow chart. Beside each item included in the flow chart, students should list the importance of the record to that function. Students should also obtain copies of forms used, and share all information gathered with the class.

Provide blank copies of purchase orders, invoices, shipping statements, etc., and have students complete these forms using hypothetical data which you provide.

Discuss problems that may arise if purchase orders, invoices, or statements are not completed correctly. Also, ask students to suggest the responsibility of the agribusiness employee to understand the information included on each form and why each is important to the operation of the business.

References

Agribusiness Procedures and Records - Chapter 8

Wholesaling and Physical Distribution - Chapter 5

Retailing Principles and Practices - Chapter 19

Basic Retailing
Chapter 9

Retail Merchandising
Chapter 9

228

Operations

Cluster Instructional Objective: DEMONSTRATE THE PROPER METHOD OF RECORDKEEPING AND INVENTORY CONTROL.

Competency

1812
Maintain accurate business records for tax purposes.

OTHER CLUSTER COMPETENCIES:

714
1808
1810
1811

Suggested Learning Activities

Discuss with students the different kinds of taxes that a business may be required to pay:

1) sales
2) property
3) inventory
4) income
5) payroll.

Point out that some of these taxes are paid to the federal government, some to the state government, and some go to local government. Briefly explain the purpose of each of these taxes, and have students brainstorm a list of some of the forms and records a business must keep for each kind of tax.

Invite a local representative of the IRS to speak to the class about the necessary business records for tax purposes, how long these records should be kept, and the importance of these records to the business and the IRS.

Provide students with copies of state and federal tax forms which apply to businesses. Explain the sections and schedules which are usually completed by businesses. Give students hypothetical data with which to practice completing the basic sections of these forms. Students should compile a list of the forms and records which are necessary to complete each section and schedule.

References

Business Principles and Management - Chapter 12

Retailing Principles and Practices - Chapter 72

Agribusiness Procedures and Records - Part 3

Basic Retailing
Chapter 16

Operations

Cluster Instructional Objective: EXPLAIN HOW CONTROLLING EXPENSES HAS A DIRECT IMPACT ON THE BUSINESS' SUCCESS.

Competency

1805
Knowledge of the operating expenses of the business and how they can be kept at a minimum.

OTHER CLUSTER COMPETENCIES:

619

231

Suggested Learning Activities

Discuss with students some of the typical expenses that are considered the operating expenses of a business: salaries, rent, bad debts, advertising, buying, depreciation, utilities, insurance. Point out that the types and amounts of operating expenses may differ depending on the type and size of the agribusiness.

Provide students with sample financial statements for an agribusiness. Have students identify the operating expenses for that business and determine the percentage of gross income that is taken by these expenses.

Ask each student to compile a list of measures that could be taken by a business in order to keep operating expenses at a minimum. Have students share their ideas in a class discussion.

Provide case problems for students to read in which a business is having difficulty keeping operating expenses in line with its budget. Have students devise a list of actions the business should take to keep its operating expenses to a minimum. For example, if the business' salary expense is too large, the business may need to cut back on its personnel.

References

Business Principles and Management - Chapter 12

Working in Agricultural Industry - Pages 108-9

Basic Retailing Chapter 6

Retailing Principles and Practices - Chapter 72

Retailing: Modern Concepts and Practices - Chapter 24

232

Operations

Cluster Instructional Objective: EXPLAIN HOW CONTROLLING EXPENSES HAS A DIRECT IMPACT ON THE BUSINESS' SUCCESS.

Competency	Suggested Learning Activities	References
619 Understand that careful use of supplies will help control expenses.	Discuss with students the definition of the "supplies" of an agribusiness and ask them to compile a list of all the supplies used at their places of employment. Students should consider whether they use these supplies carefully. Discuss the most common misuses of supplies (employee theft, damage, waste), and explain how this leads to unnecessary expense to the business. Divide the class into small groups. Have each group visit several local agribusinesses and ask the manager, or employee in charge of supplies, the following questions: 1) What percentage of total expenses is represented by the supplies expense? 2) Does any type of control system for supplies exist? If so, what is it, and is it effective? 3) What seems to be the major misuse of supplies in the business? Students should share their findings with the rest of the class. Have students develop a list of measures that a business could take to help keep the supply expense under control. Ask students to present their lists to the class, describe how the measures could be carried out, and who must be actively involved.	Retail Merchandising Chapter 17, C & E Basic Retailing Chapter 10 Retailing: Modern Concepts and Practices - Chapter 24 Retailing Principles and Practices - Chapter 20 Business Principles and Management - Chapter 25
OTHER CLUSTER COMPETENCIES: 1805		

Operations

Cluster Instructional Objective: UNDERSTAND HOW PROPER MAINTENANCE OF THE BUSINESS' EQUIPMENT AND FACILITIES AFFECTS THE SUCCESS OF THE BUSINESS.

Competency	Suggested Learning Activities	References
750 Realize that a well-kept agribusiness facility is a primary means of attracting and holding customers. OTHER CLUSTER COMPETENCIES: 696 1809	Lead a class discussion on the importance of a well-kept agribusiness facility, asking students to consider the businesses which attract them most as customers. Have students think about how well these businesses are kept, and whether or not this has any effect on their preference to shop there. Have students list the attitudes a well-kept facility can foster in customers. For example, a well-kept facility can: 1) make the customer feel important, and 2) give customers confidence in the merchandise, management, and services. Also, have students list problems that can arise if the facility is not well-kept: 1) added expenses from damages and repairs 2) theft (by customers and employees) 3) increased employee labor 4) low employee morale 5) poor safety. Have students develop a checklist containing items which can be used to evaluate how well an agribusiness is kept. Then, using the checklist, have each student evaluate a local agribusiness, or their places of employment, to determine points of weakness which could cause customers to avoid the business. Students should report their findings to the class.	Display and Promotion Chapter 1 Display Planning and Techniques - Section 1 Retail Merchandising Chapter 3 Basic Retailing Chapter 5

Operations

Cluster Instructional Objective: UNDERSTAND HOW PROPER MAINTENANCE OF THE BUSINESS' EQUIPMENT AND FACILITIES AFFECTS THE SUCCESS OF THE BUSINESS.

Competency	Suggested Learning Activities	References
696 Properly handle and care for business equipment.	Begin a class discussion on the proper handling and care of business equipment by asking students to compile a list of all the different pieces of equipment at their place of employment. Ask students to think about how improper care and handling of equipment can affect the success of the business. Point out that proper care and handling affects the cost, efficiency, and safety of the business, and makes the job easier, less expensive, and safer. Discuss with students the importance of maintenance schedules for business equipment. Have students check with the equipment supervisor or manager of a local agribusiness to determine if maintenance schedules exist, and which pieces of equipment require a maintenance program to keep them operating efficiently.	Physical Distribution in Agribusiness - Chapter 5 Retail Merchandising Chapter 3, C Basic Retailing Chapter 5 Retailing: Modern Concepts and Practices - Chapter 4 Business Principles and Management - Chapter 25
OTHER CLUSTER COMPETENCIES: 750 1809	Have each student choose one piece of business equipment. Each student should then gather information related to the equipment, such as operator training needed, cost of equipment, safety precautions, recommended maintenance program, type and cost of most common repairs, etc. Students should rely on reference material and personal interviews with equipment operators as resources. Have students compile their findings in a written report.	

Operations

Cluster Instructional Objective: UNDERSTAND HOW PROPER MAINTENANCE OF THE BUSINESS' EQUIPMENT AND FACILITIES AFFECTS THE SUCCESS OF THE BUSINESS.

Competency	Suggested Learning Activities	References
1809 Understand the importance of having a designated shipping and receiving area.	Discuss with students the importance of having a designated location where products are received and shipped. Point out that, depending upon the size of the agribusiness and the type of item, this location may vary. Larger businesses may have special areas designed to receive and ship supplies and products. Warehouses or stockrooms may be used to receive and store items until they are needed. Smaller agribusinesses may designate a part of the store as the shipping and receiving area. Have students identify the duties that are typically performed at the shipping and receiving location. Ask students what might happen if there was no designated location for these duties to be performed. Have students visit a local agribusiness to determine the location of that business' shipping and receiving area. Students should talk with several employees and/or the manager of the business to determine the reasons for this location within that particular business. Students should sketch the business' layout and share this information with the rest of the class.	Physical Distribution in Agribusiness - Chapter 7 Retail Merchandising Chapter 9, A, D Basic Retailing Chapter 9 Retailing: Modern Concepts and Practices - Chapter 12 Retailing Principles and Practices - Chapter 18 Retail Selling Chapter 33 Business Principles and Management - Chapter 25
OTHER CLUSTER COMPETENCIES: 750 696		

Operations

Cluster Instructional Objective: UNDERSTAND AND FOLLOW PROPER PROCEDURES FOR BUYING AND TRANSPORTING PRODUCTS AND SERVICES.

Competency

1813
Understand how the success of the business is related to proper purchasing functions.

OTHER CLUSTER COMPETENCIES:

1814

Suggested Learning Activities

Discuss with students the various factors which must be considered when purchasing supplies and services:

1) need for supply or service
2) what to order
3) when to order
4) where to order
5) how much to order.

Point out that the success of the business depends to some extent on proper consideration of each of these factors.

Discuss with students the fundamental steps in the purchasing process:

1) recognition of need
2) description of requirement
3) selection of possible sources of supply
4) determination of price availability
5) placing the order
6) follow-up and expediting the order
7) checking the invoice
8) processing discrepancies and rejections
9) closing completed orders
10) maintenance of records and files.

Have students visit a local agribusiness and compare the purchasing functions at that business with the steps listed above. Ask the purchasing

(Continued on next page.)

References

Physical Distribution in Agribusiness - Chapter 7

Business Principles and Management - Chapter 8

Marketing in Action Chapter 2, B

Retail Merchandising Chapter 6

Basic Retailing Chapter 10

Operations

Cluster Instructional Objective: UNDERSTAND AND FOLLOW PROPER PROCEDURES FOR BUYING AND TRANSPORTING PRODUCTS AND SERVICES.

Competency	Suggested Learning Activities	References
1813 (Cont.)	agent, or manager, to briefly describe what is involved with each step. Students should take notes and share their findings in class. Explain to students the value of purchasing objectives and inventory control systems to the purchasing function. Then, giving students hypothetical objectives and inventory control sheets, have them determine the need for ordering supplies or services for the business.	244

Operations

Cluster Instructional Objective: UNDERSTAND AND FOLLOW PROPER PROCEDURES FOR BUYING AND TRANSPORTING PRODUCTS AND SERVICES.

Competency	Suggested Learning Activities	References
1814 Select the proper transportation method for a given product or service. OTHER CLUSTER COMPETENCIES: 1813	Discuss with students the various methods which can be used to transport agricultural supplies and products, giving advantages and disadvantages of each: 1) motor carrier (trucks) 2) rail 3) air 4) water. Point out that the method of transportation chosen depends on a variety of factors, such as type of supply or product, distance, size of order, cost, time available, etc. Invite an employee who is experienced in choosing transportation methods from a local agribusiness to speak to the class about the factors that are considered when selecting the proper transportation method. Also, ask the employee to discuss how legal regulations affect transportation of agricultural supplies and products. After reading selected references, have students describe the different types of motor carriers: common, contract, private, and exempt. Have students list regulations by which motor carriers (Continued on next page.)	Physical Distribution in Agribusiness - Chapter 12 Retail Merchandising Chapter 1, D Basic Retailing Chapter 10 Merchandising Chapter 5 Marketing in Action Chapter 2, C Marketing Practices and Principles - Chapter 24 Business Principles and Management - Chapter 8 Wholesaling and Physical Distribution - Chapter 6

Operations

Cluster Instructional Objective: UNDERSTAND AND FOLLOW PROPER PROCEDURES FOR BUYING AND TRANSPORTING PRODUCTS AND SERVICES.

Competency	Suggested Learning Activities	References
1814 (Cont.)	must abide, and describe how these regulations affect transportation of agricultural supplies and products. After giving students necessary data such as delivery schedules and routes, time available, cost, etc., have them identify the best method of transportation for a list of products or supplies. Students should be prepared to justify their selections to the class.	

Operations

Cluster Instructional Objective: UNDERSTAND AND FOLLOW PROPER PROCEDURES FOR RECEIVING AND PROCESSING PRODUCTS AND SERVICES.

Competency

1815
Know that goods and services must be processed quickly in order to reduce waste.

702
Quickly route merchandise from the receiving dock to the proper selling area or storage facility.

OTHER CLUSTER COMPETENCIES:

706
707
1816
1817
1818

Suggested Learning Activities

Discuss with students the various processing functions that are performed from the time products and supplies are received to when they are placed in storage or in the selling area. Point out the necessity of having an established routine to follow which is efficient and economical so that waste, theft, damage, etc. will be minimized.

Have students visit local agribusinesses to determine the way products and supplies are routed from the receiving dock to the proper selling area or storage facility. Students should chart the flow of products from receiving to storage and/or the selling area, and share their findings in class.

Have students develop a list of things that could happen if supplies and products were not processed quickly upon receipt, such as:

1) perishable products could spoil
2) there would be an increased chance of theft
3) products could be misplaced and cause a shortage of needed supplies for customers
4) shipment errors could go unnoticed.

Also, have students think of ways that employees can maintain or improve the efficiency of processing and routing supplies so that the above problems can be avoided.

(Continued on next page.)

References

Physical Distribution in Agribusiness - Chapters 3, 7

Retail Merchandising Chapter 9

Retailing Principles and Practices - Chapters 20, 21

Marketing in Action Chapter 2, C

Wholesaling and Physical Distribution - Chapters 8, 9

Marketing Practices and Principles - Chapter 27

Operations

Cluster Instructional Objective: UNDERSTAND AND FOLLOW PROPER PROCEDURES FOR RECEIVING AND PROCESSING PRODUCTS AND SERVICES.

Competency	Suggested Learning Activities	References
1815 702 (Cont.)	Provide case problems for students to read in which a business is experiencing problems as a result of inefficient processing and/or routing of products and supplies to the storage or selling areas. Students should prepare a written solution for each case, and share solutions in a class discussion session.	

Operations

Cluster Instructional Objective: UNDERSTAND AND FOLLOW PROPER PROCEDURES FOR RECEIVING AND PROCESSING PRODUCTS AND SERVICES.

Competency

1816
Examine products and workmanship and determine the proper method of correction when necessary.

706
Follow through on nondelivered or lost goods and services.

707
Handle incorrect amounts or types of products received.

OTHER CLUSTER COMPETENCIES:

702
1815
1816
1818

Suggested Learning Activities

Discuss with students the three common methods used to check an incoming shipment:
1) open check
2) blind check
3) spot check.

After demonstrating each method, have students identify the best method to use in various hypothetical situations.

Explain to students that upon examination of an incoming shipment, it is sometimes discovered that the products or supplies are damaged, incorrect, or missing. When this is discovered, agribusinesses must immediately take corrective measures. Although this procedure may differ according to the business, the usual procedure follows:
1) Check shipment against carrier's receipt, invoice, and purchase order.
2) Indicate errors or damage on all forms.
3) Notify supplier of discrepancy.
4) Determine the cause.
5) Return goods and reorder as necessary.
6) Communicate with supplier as required.

Provide case problems regarding purchase transactions which call for corrective measures of some kind to be taken. Students should analyze each situation and determine the appropriate course of action needed in each case.

References

Physical Distribution in Agribusiness - Chapter 7

Wholesaling and Physical Distribution - Chapters 8, 9

Retail Merchandising Chapter 9, B

Retailing Principles and Practices - Chapter 18

Marketing Practices and Principles - Chapter 27

Marketing in Action Chapter 2, C, D

Operations

Cluster Instructional Objective: UNDERSTAND AND FOLLOW PROPER PROCEDURES FOR RECEIVING AND PROCESSING PRODUCTS AND SERVICES.

Competency	Suggested Learning Activities	References
1817 Use labels, tags, stamps, wrappers, etc., to identify products.	Discuss with students the purpose of labels, tags, stamps, wrappers, etc., for agribusiness supplies and products. They may indicate: 1) addresses 2) contents 3) instructions 4) amounts 5) cautions 6) other miscellaneous information. Also, discuss the necessity of these identifiers for different types of products and supplies, including legal requirements.	Physical Distribution in Agribusiness - Chapter 11 Retail Merchandising Chapter 9, C Retailing Principles and Practices - Chapter 19
	Have students visit several types of agribusinesses in the local area. Students should look at the different products at each business and notice the types of labels, tags, etc., used to identify each product. Have students concentrate on five different products and record this information on a sheet with the following headings: 1) Product 2) Type of identification 3) Reason for type used 4) Information given on label, tag, etc.	
OTHER CLUSTER COMPETENCIES: 702 706 707 1815 1816 1818	Have each student choose a different type of agricultural product or supply. Students should design a label, tag, wrapper, etc., that would be appropriate for that product/supply. The designs should include all necessary information about the product.	

Operations

Cluster Instructional Objective: UNDERSTAND AND FOLLOW PROPER PROCEDURES FOR RECEIVING AND PROCESSING PRODUCTS AND SERVICES.

Competency	Suggested Learning Activities	References
1818 Understand the need for efficient storage arrangements and protection.	Explain to students that nearly all agricultural supplies and products require storage at some point, and storage is necessary to make sure customers can buy supplies or products when they need them. Discuss the different types of storage arrangements that are necessary for various supplies and products: 1) general merchandise warehouse 2) special commodity warehouse 3) cold storage warehouse 4) grain elevator 5) bulk fertilizer storage. Discuss with students the various types of storage aids that allow for easier storage, movement, and removal of products: pallets, racks, bins, bays, aisles, and dunnage. Have students visit the storage areas of local agribusinesses and identify the storage arrangements and storage aids used in those businesses. Point out to students that agricultural supplies must be protected during storage to maintain quality and prevent loss. Supplies must be protected from rodents, insects, moisture, improper temperature, fire, and theft. The characteristics of (Continued on next page.)	Physical Distribution in Agribusiness - Chapter 10 Wholesaling and Physical Distribution - Chapters 8, 9 Marketing Practices and Principles - Chapter 27 Marketing in Action Chapter 2 Retail Merchandising Chapter 9

OTHER CLUSTER COMPETENCIES:

702
706
707
1815
1816
1817

Operations

Cluster Instructional Objective: UNDERSTAND AND FOLLOW PROPER PROCEDURES FOR RECEIVING AND PROCESSING PRODUCTS AND SERVICES.

Competency	Suggested Learning Activities	References
1818 (Cont.)	the supplies determine the kind(s) of protection they need. Have students identify the protection necessary for the following types of supplies: 1) perishable items (fruit, medicines, seeds) 2) general items (farm machinery and parts, hardware, livestock equipment) 3) hazardous items (insecticides, fertilizer, gasoline, etc.)	

Operations

Cluster Instructional Objective: RECOGNIZE THE IMPORTANCE OF ACCIDENT PREVENTION AND COMPLIANCE WITH SAFETY STANDARDS.

Competency

1164
Know the location of fire extinguishers and other emergency equipment.

OTHER CLUSTER COMPETENCIES:

1820
1821

Suggested Learning Activities

Read to students several hypothetical situations in which a fire or accident has occurred in an agribusiness. Have students state how they would react in each instance. Stress the importance of having fire extinguishers and other emergency equipment available, and employee knowledge of their location and operation.

Invite a representative from the local Fire Department to speak to the class about fire safety and fire regulations for businesses. Ask him/her to include statistics on fire fatalities to stress the importance of safety precautions. Also, ask the speaker to describe the procedures to follow when conducting a fire safety check of a business.

Have each student visit several local businesses and evaluate their fire prevention systems. Students should answer the following questions:

1) Were fire extinguishers visible?
2) Were there signs instructing employees or customers what to do in case of fire?
3) Were emergency exits well marked?
4) What other kinds of fire precautions were present?
5) Did employees know the location of fire alarms, exits, and extinguishers; how to act in a fire drill, and how to contact the fire department?

References

What Every Supervisor Should Know - Chapter 17

Retailing Principles and Practices - Chapter 20

Retail Merchandising Chapter 9, E

Business Principles and Management - Chapter 4

Operations

Cluster Instructional Objective: RECOGNIZE THE IMPORTANCE OF ACCIDENT PREVENTION AND COMPLIANCE WITH SAFETY STANDARDS.

Competency

1820
Operate product handling, storage, and processing equipment in a manner consistent with acceptable safety standards.

OTHER CLUSTER COMPETENCIES:

1164
1821

Suggested Learning Activities

Discuss with students the importance of safety in the operation of equipment in an agribusiness. Point out that misuse of this equipment can result in damages to employees, equipment, building, and supplies/products. Discuss some of the safety precautions that should be taken with equipment:

1) Guards - some parts of equipment, such as belts, chains, and saws, have guards which should be in place to protect employees.
2) Unattended equipment - when employees must leave equipment unattended, it should be shut down.
3) Repair - equipment should not be operated if it needs repairing, and repair should only be made by an authorized and properly trained person.
4) Operation - operators of equipment should constantly be aware of safety and operate equipment at a safe speed, with care, and with proper visibility and alertness. No unauthorized person should be allowed on or near equipment.

Have students locate and summarize an article in a magazine or journal which deals with safety standards for agribusiness equipment. Students should present a summary to the class for discussion.

Arrange for students to tour several local agribusinesses to determine the types of equipment in operation, and the safety standards which apply to the equipment.

References

Physical Distribution in Agribusiness - Chapters 5, 6

Retailing Principles and Practices - Chapter 20

Retail Merchandising Chapter 9, E

Business Principles and Management - Chapter 4

What Every Supervisor Should Know - Chapter 17

Operations

Cluster Instructional Objective:

RECOGNIZE THE IMPORTANCE OF ACCIDENT PREVENTION AND COMPLIANCE WITH SAFETY STANDARDS.

Competency

1821
Understand the importance of proper safety planning and accident prevention.

OTHER CLUSTER COMPETENCIES:

1164
1820

Suggested Learning Activities

Discuss with students various legal requirements for safety, such as OSHA, which affect agribusinesses. Point out that, although employers are legally responsible for employee health and safety, employers cannot assure safety without employee cooperation and understanding. A business may have safety plans and safety regulations that go beyond legal requirements in an effort to insure safety, and employees must be aware of them and willing to implement them.

Discuss with students some of the common safety precautions which should be taken to guard against hazards:

1) Proper housekeeping
2) Protective clothing
3) Eye protection
4) Proper and safe use of tools and equipment
5) Adequate ventilation
6) Fire prevention.

Ask students to think about the safety precautions taken at their training stations and share them with the class. Students should also discuss possible outcomes of not taking proper precautions.

Provide case studies for students to read and discuss in which accidents or injuries have occurred as a result of a lack of safety measures or employee ignorance of safety. Students should state what should have been done by management and/or employees to prevent the situations.

References

Physical Distribution in Agribusiness - Chapters 5, 6

Introduction to Agribusiness Management - Chapter 8

Retailing Principles and Practices - Chapter 20

Retail Merchandising Chapter 9, E

Business Principles and Management - Chapter 4

What Every Supervisor Should Know - Chapter 17

The Practice of Supervision Chapter 17

Product/Service Technology

Cluster Instructional Objective: RECOGNIZE THE IMPORTANCE OF PRODUCT INFORMATION.

Competency

561
Use brand or trade names to help customers identify and select products and services.

OTHER CLUSTER COMPETENCIES:

551
554
555
1352
1353

267

Suggested Learning Activities

Discuss with students the importance of brand names and trademarks to products. Point out that brand names:

1) create a favorable impression of the product in the customer's mind,
2) build a reputation for a quality product,
3) encourage the customer to remember the product for repeat sales.

Ask students to list all the brand names that they can. Then, have them identify what type of product that brand represents. Examples:

Lasso	Herbicide
DeKalb	Seed
John Deere	Farm machinery

Have students give reasons why brand names are important to consumers.

Have each student analyze and write a report on two advertisements that show use of a brand name. Points that should be examined are:

1) Type of advertisement--oral/written
2) Promotion of brand name
3) Promotion of product
4) Effectiveness.

Determine the importance of brand names to each student by asking him/her to complete a brief buying behavior survey recognizing the frequency of brand name purchases, willingness to change brands, and overall attitudes of brand names.

References

Fundamentals of Selling
Chapter 6, B

Retail Selling
Chapter 17

Business Principles and Management - Pages 187-195

Retailing Principles and Practices - Chapter 22

Selling Principles and Practices - Chapter 9

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Product/Service Technology

Cluster Instructional Objective: RECOGNIZE THE IMPORTANCE OF PRODUCT INFORMATION.

Competency	Suggested Learning Activities	References
1352 Use product information found in guarantees, directions, etc. 554 Effectively interpret product/service guarantees and directions to customers. OTHER CLUSTER COMPETENCIES: 551 555 561 1353	Discuss with students the importance of consumer awareness of guarantees and warranties, and the practice of reading product directions before using the product. Ask each student to bring examples of a product guarantee, warranty, and directions to class for examination. Provide an example of a guarantee, warranty, or list of directions for each student. Have each students underline any terms s/he does not understand and find the meaning of those terms. Ask each student to summarize his/her example, and then explain it to a classmate, who in turn, should write a summary of the explanation. Compare the two summaries so that each student can see how effectively s/he can interpret product/service guarantees and directions to others. Give students a short list of agricultural products and have them visit local businesses in groups of three to determine what types of guarantees or warranties are provided for those particular products. Then, ask the groups to report their findings back to the class. Have students utilize various references and prepare a written report on the Magnuson-Moss Warranty Act. Reports should include the students' ideas on why this information is important to both agribusiness employees and consumers.	Fundamentals of Selling Chapter 16, A Selling Principles and Practices - Pages 452-4 Retail Selling Page 363 Retailing Principles and Practices - Pages 131-3; 445 Principles of Creative Selling Pages 266; 319 Selling in Agribusiness Pages 110-11

Product/Service Technology

Cluster Instructional Objective: RECOGNIZE THE IMPORTANCE OF PRODUCT INFORMATION.

Competency

1353
Keep informed of product and service information to aid the customer in buying decisions.

OTHER CLUSTER COMPETENCIES:

551
554
555
561
1352

271

Suggested Learning Activities

Have each student select a product in which s/he is interested. Ask them to write a complete description of that product, including special information such as warranty, guarantee, and product service availability; and present this description to the class and explain how the agribusiness employee can use this information to aid the customer in buying decisions.

Assign each student to select an item and present this product to the class in a sales presentation. The presentation should include:

1) Physical description of the product
2) Mechanics and uses of the product
3) Special instructions: guarantee, warranty, safety, etc.
4) Directions in the use of the product.

Ask each student to select an advertisement from a magazine that contains specific information on the construction, use, or care of the product in addition to any other special information. Have them write a sales presentation from this product information that would be appropriate for aiding prospective buyers.

References

Fundamentals of Selling
Chapter 6

Selling Principles and Practices - Chapter 9

Retail Selling
Chapter 17

Retail Merchandising
Chapter 11, D

Business Principles and Management - Pages 187-95

Retailing Principles and Practices - Chapter 22

272

Product/Service Technology

Cluster Instructional Objective: RECOGNIZE THE IMPORTANCE OF PRODUCT INFORMATION.

Competency	Suggested Learning Activities	References
551 Determine the selling features of the products and services of the business and build a sales talk around them.	Invite a local agribusiness salesperson in to talk with the class about sales presentations and how s/he uses different selling features of products in his/her selling practices. Have students list two important points to remember when giving a sales presentation based on the guest's talk. Obtain and give to students actual product brochures, i.e., farm implements. Have each student select a product from the brochures and list all the selling features of the product. Then, divide the class into pairs, and have each partner present his/her product to the other, stressing the listed selling features. Have students go to a local agribusiness and, with the manager's permission, observe an actual sales presentation. Students should note the way in which the salesperson presents selling features of the product during the sales presentation. Ask students to report back to the class on the effectiveness of the sales presentation.	Selling in Agribusiness Chapter 5 Fundamentals of Selling Chapter 6 Selling Principles and Practices - Chapter 9 Retail Selling Chapter 17 Retail Merchandising Chapter 11, D Business Principles and Management - Pages 187-95 Retailing Principles and Practices - Chapter 22 Introduction to Professional Selling - Chapter 8

OTHER CLUSTER COMPETENCIES:

554
555
561
1352
1353

Product/Service Technology

Cluster Instructional Objective: RECOGNIZE THE IMPORTANCE OF PRODUCT INFORMATION.

Competency	Suggested Learning Activities	References
555 Study specific information in ads and used advertised facts effectively in selling.	Review the importance of advertising for consumer information. Assign each student to bring in an ad from the newspaper for a local business. Then, have each student go to that particular store, shop for that product, and note whether or not the salesperson mentions the advertisement or the advertised facts in the sales presentation. Have each student obtain and bring to class an advertisement from an agricultural-related magazine or trade journal. Students should study the ads and list all product features and services contained in the ads. Then, divide students into pairs and have each pair develop a sales presentation that effectively uses the product information listed in the ads. Students should give their presentations to their partners, who should evaluate them.	Selling in Agribusiness Chapter 5 Fundamentals of Selling Chapters 13, 14 Selling Principles and Practices - Chapter 19 Retail Selling Chapter 17 Business Principles and Management - Pages 187-95 Retailing Principles and Practices - Chapter 22 Advertising and Display in Agribusiness - Chapter 6

OTHER CLUSTER COMPETENCIES:

551
554
561
1352
1353

Product/Service Technology

Cluster Instructional Objective: IDENTIFY BASIC CONCEPTS CONCERNING THE CARE OF LIVESTOCK.

Competency	Suggested Learning Activities	References
1350 Know the fundamental principles of livestock nutrition, feed composition, and additives.	Discuss with students the nutritional needs of livestock, pointing out that the amount and kind of feed an animal requires will depend on such factors as its type, its age, and its purpose. Have students develop a list of common animal groups, along with the various purposes for which they might be fed. For Example: 1) Body maintenance 2) Growth 3) Reproduction. Discuss with students the way in which animal feeds are classified, and the function each nutrient performs in the body. The two main classes of feeds are concentrates (corn, oats, wheat, barley, etc.) and roughages (leaves, stems, and seed crop residues). Explain to students the relationship between animal nutritional needs and feeds. Also, discuss the supplements and additives that may be used in animal feed rations and the need for these. The three types of special additives are: 1) Growth stimulants (used to increase rate of grain and feed efficiency in fattening animals) 2) Antibiotics (used to prevent disease and loss of production or to treat existing diseases and parasites) (Continued on next page.)	Beef Production Chapters 5, 6, 7, 8 Swine Production Chapters 4, 6, 7, 8 Dairy Production Chapters 6, 7, 8 Feeds and Feeding Chapters 1, 17, 41-4, 56-60 Exploring Agriculture Chapters 12, 13, 14, 15, 16, 17 Working with Animal Supplies and Services - Chapters 3, 4

OTHER CLUSTER COMPETENCIES:

1351

Product/Service Technology

Cluster Instructional Objective: IDENTIFY BASIC CONCEPTS CONCERNING THE CARE OF LIVESTOCK.

Competency	Suggested Learning Activities	References
1350 Cont.	3) Concentrated mixtures of vitamins, drugs, trace minerals, and special protein ingredients. Invite an employee from a local feed store to speak to the class on how animal rations are formulated. Ask the speaker to explain the typical rations for the common animal groups, including how rations differ according to animal needs within each group. For example, how do rations for dairy cattle differ from those for beef cattle? Provide students with copies of feeding standards tables used at local agricultural feed businesses and explain the use of each. Then, give students background information about a certain animal, and have them formulate the feed ration for that particular animal using the tables. Students should identify the purpose of each feed component and why it is necessary for the animal.	

Product/Service Technology

Cluster Instructional Objective: IDENTIFY BASIC CONCEPTS CONCERNING THE CARE OF LIVESTOCK.

Competency	Suggested Learning Activities	References
1351 Understand the common types of animal problems that can be treated with over-the-counter drugs.	Invite a local veterinarian to speak to the class about animal diseases. Ask him/her to share experiences of dealing with the problems of farm animals as well as a list of common over-the-counter medicines and their uses. Discuss animal diseases by: 1) identifying externally-oriented diseases and internally-oriented diseases 2) discussing warning signs that the agricultural worker must watch for in order to catch the disease before it becomes too severe. As a class project, have students develop a list of common animal disorders and their symptoms, and any over-the-counter medicines that can be used to treat such disorders effectively.	Dairy Production Chapter 12 Swine Production Chapter 11 Beef Production Chapter 8 Working With Animal Supplies and Services - Chapters 5, 6, 9

OTHER CLUSTER COMPETENCIES:

1350

Product/Service Technology

Cluster Instructional Objective:

ASCERTAIN CORRECT INFORMATION ABOUT SEEDS AND FARM CHEMICALS IN ORDER TO COUNSEL CUSTOMERS.

Competency

1354
Know the types and uses of seeds, fertilizers, herbicides, pesticides, etc., that are common in agriculture.

1355
Know how chemicals are used to disinfect facilities.

OTHER CLUSTER COMPETENCIES:

1356
1357

Suggested Learning Activities

Have students:
1) Brainstorm a list of plants that are usually planted from seeds.
2) Compile a list of fertilizers, pesticides, and herbicides that are commonly used in agriculture.
3) Identify several uses of chemicals (such as insect control, soil enrichment, and facility cleanliness).

Have students visit local agribusinesses that sell chemicals used to control rodents, disease, weeds, and insects. Each students should read a label from one chemical container and record the following information:
1) Name of chemical and manufacturer
2) Active chemical ingredients and their percentages
3) Recommendations for use
4) Directions for use
5) Precautions.

Have each student pick a certain type of seed and prepare a short analysis containing this information:
1) type of seed
2) when it should be planted
3) how it emerges from the soil

(Continued on next page.)

References

Crop Production
Chapter 2

Profitable Soil Management
Chapters 4, 13, 14

Exploring Agriculture
Chapter 20

Principles of Seed Science and Technology - Chapter 1

Fundamentals of Applied Entomology
Chapters 6, 7, 8

Fertilizer, Chemicals and Seed - Chapters 1-13

Product/Service Technology

Cluster Instructional Objective: ASCERTAIN CORRECT INFORMATION ABOUT SEEDS AND FARM CHEMICALS IN ORDER TO COUNSEL CUSTOMERS.

Competency	Suggested Learning Activities	References
1354 1355 Cont.	4) under what conditions it best grows 5) how it appears when ready to harvest. Students should present their reports orally to the class. Ask each student to write a short definition in his/her own words for seed, fertilizer, herbicide, and pesticide. Students should then compare their definitions with actual dictionary or textbook definitions.	

Product/Service Technology

Cluster Instructional Objective: ASCERTAIN CORRECT INFORMATION ABOUT SEEDS AND FARM CHEMICALS IN ORDER TO COUNSEL CUSTOMERS.

Competency	Suggested Learning Activities	References
1356 Identify the types of grain-drying systems.	Invite a local agricultural worker, farmer, or extension advisor to speak to the class about various grain-drying systems. If possible, provide the class with pictures of equipment and facilities so that students may become familiar with them and get a better picture of the grain-drying process. After the talk, students should write a brief summary stating the importance of grain-drying and the process used. Arrange a field trip to a local farm or grain processing plant to observe the grain-drying process. Ask students to identify the types of equipment used and follow the process as it occurs.	Principles of Seed Science and Technology - Chapters 10, 11 Feeds and Feeding Chapters 29, 30

OTHER CLUSTER COMPETENCIES:

1354
1355
1357

Product/Service Technology

Cluster Instructional Objective: ASCERTAIN CORRECT INFORMATION ABOUT SEEDS AND FARM CHEMICALS IN ORDER TO COUNSEL CUSTOMERS.

Competency	Suggested Learning Activities	References
1357 Understand the common types of plant disease and insect damage, and list possible remedies and/or preventions.	Provide students with a list of common plant diseases and causes. For example: Chlorides (from smokestacks or factories) damage alfalfa by causing progressive streaking toward midvein in the region between the tip and point where the leaf bends. Include the effects of microorganisms such as bacteria or fungi and what types of diseases they cause to plants. After reading selected references and with the aid of resource persons, have each student develop a table of plant diseases, their causes, and control. In one column, students should list the various pathogens (disease-causing microscopic organisms) that cause plant diseases. In the next column, students should list common diseases caused by each. In the last column, students should list the chemicals that are used to control the diseases. Students should then share their tables with class members. Discuss with students the different classes of insects, characteristics, and examples of insects in each class. Discuss how insecticides are classified, and identify the most commonly used insecticides for controlling each insect class. (Continued on next page.)	Crop Production Chapter 2 Profitable Soil Management Chapters 7, 8 Fundamentals of Applied Entomology - Chapters 5-13 Fertilizer, Chemicals and Seed - Chapters 6, 8

OTHER CLUSTER COMPETENCIES:

1354
1355
1356

Product/Service Technology

Cluster Instructional Objective: ASCERTAIN CORRECT INFORMATION ABOUT SEEDS AND FARM CHEMICALS IN ORDER TO COUNSEL CUSTOMERS.

Competency	Suggested Learning Activities	References
1357 Cont.	Have each student make a list of the major crops grown in the area. In a second column, students should list the major insect pests that harm each crop. Then, have students visit the local agricultural extension agency, or an agribusiness that sells insecticides, to determine the insecticides that are used to control each insect.	

Product/Service Technology

Cluster Instructional Objective: SUGGEST ALTERNATIVE ARRANGEMENTS FOR CUSTOMERS' FACILITIES.

Competency	Suggested Learning Activities	References
1358 Understand the facility requirements of a given customer in terms of building size, location, design or renovation, zoning regulations, equipment, etc.	Discuss with students various buildings that are useful to the farmer and the importance of the location of these buildings. Include in the discussion local zoning regulations and current costs for various building equipment. Divide students into small groups and arrange for each group to visit a local farm. Students should sketch the layout of the farm, including these points: 1) labeled location of all buildings 2) approximate size of each building 3) approximate distance from other buildings 4) location of other property, such as wells, fences, trees, etc. Each student should show his/her drawing in class and explain why or why not s/he thinks the farm buildings are planned correctly. Have students select a farm enterprise in which they are interested, such as beef cattle or grain farming. Ask them to design a layout of their farm and justify their decisions. Students should then share their plan in class along with an oral summary.	Beef Production Chapter 9 Swine Production Chapter 10 Dairy Production Chapter 11 Exploring Agriculture Chapter 7

Product/Service Technology

Cluster Instructional Objective: EVALUATE THE EFFECT OF SOIL COMPOSITION ON CROP PRODUCTION.

Competency	Suggested Learning Activities	References
1359 Identify the various nutrients that are commonly deficient in soil.	Explain to students that plants are composed of certain nutrients which are obtained from the air, water, and soil. Thirteen of the sixteen nutrients proven essential to plant growth are obtained from the soil. List these thirteen nutrients on the chalkboard or overhead projector, and discuss why each is needed. Discuss with students why it is necessary for farmers to add nutrients to the soil through the application of fertilizer. Point out the two types of fertilizers: organic (leaves, manure, peat moss, or compost) and commercial (artificially produced). Divide students into small groups and assign each group a different soil nutrient. Have each group determine the symptoms that will occur in plants that are grown in soil deficient in that nutrient. Groups should then share their findings with the rest of the class, and compile a complete table showing the nutrient deficiency symptoms of plants.	Soil Science Principles and Practices - Chapters 3, 10-14 Profitable Soil Management Chapters 2, 3, 9, 10, 11 Crop Production Chapter 23 Exploring Agriculture Chapter 20 Fertilizer, Chemicals and Seed - Unit 1

Selling

Cluster Instructional Objective: EXHIBIT GOOD SALESMANSHIP IN EACH PHASE OF THE SELLING PROCESS.

Competency

1955
Skillfully locate prospective customers.

OTHER CLUSTER COMPETENCIES:

809
869
874
895
1956

Suggested Learning Activities

Explain to students that prospecting for new customers basically involves two steps--generating a list of names of prospects and determining if a prospect can be considered a customer. Discuss these ways of developing a list of prospects:

1) Ready-made lists (telephone and other directories, membership lists of farm organizations, company records of former customers, purchased lists, etc.).
2) Personal observations.
3) Referrals from other customers.
4) Influential people in the community.
5) Cold canvassing.

Once a list of prospects is developed, it must be determined which ones can be considered customers. A prospect is a customer if these conditions exist:

1) The prospect has a need or want that your service or product can meet.
2) The prospect can pay for the service or product.
3) The prospect has the authority to make the purchase.
4) The prospect is accessible to you.

When reviewing lists of prospects, the salesperson should concentrate on those that meet the above

(Continued on next page.)

References

Selling in Agribusiness
Chapter 4

Selling Principles and Practices - Chapter 13

Fundamentals of Selling
Chapter 8

Principles of Creative Selling - Chapter 8

Modern Applied Salesmanship
Chapter 7

Selling Today
Chapter 11

Selling: A Self-Management Approach - Chapter 6

Creative Selling
Chapter 6

Introduction to Professional Selling - Chapter 6

Selling

Cluster Instructional Objective: EXHIBIT GOOD SALESMANSHIP IN EACH PHASE OF THE SELLING PROCESS.

Competency	Suggested Learning Activities	References
1955 Cont.	qualifications. S/he will be wasting time to spend much effort on any prospect that does not meet any of these qualifications. Assign each student a specific agricultural service and have him/her develop an actual prospect list for that service from local information that is available. (This project should last from two-four weeks to allow the students to research and develop a realistic prospect list.)	

Selling

Cluster Instructional Objective: EXHIBIT GOOD SALESMANSHIP IN EACH PHASE OF THE SELLING PROCESS.

Competency

869
Open a sales conversation with a suitable statement or remark.

OTHER CLUSTER COMPETENCIES:

809
874
895
1955
1956

301

Suggested Learning Activities

Discuss with students the four basic customer approaches which may be used to open a sale:
1) Greeting approach
2) Service approach
3) Merchandise approach
4) Combination approach.

After creating a friendly, relaxed atmosphere with the approach, the salesperson should move as quickly and smoothly as possible into the sales opening. Discuss these ten techniques for opening a sales presentation:
1) Offer a benefit.
2) Open with a leading question that must be answered "yes."
3) Open with a leading question that must be answered "no."
4) Open with a testimonial.
5) Give a free sample.
6) Provide some fresh news.
7) Make a trial offer.
8) Offer to survey the customer's needs.
9) Offer a gift.
10) Ask permission to make a suggestion.

Instruct each student to observe ten salespeople. Students should record the types of approaches the salespeople use and how the salespeople facilitate the opening of the sale. Students should then share their findings with the class.

(Continued on next page.)

References

Selling in Agribusiness
Chapter 3

Modern Applied Salesmanship
Chapter 10

Selling Today
Chapter 13

Principles of Creative Selling
Chapter 11

Selling: A Self-Management Approach - Chapter 7

Fundamentals of Selling
Chapter 9

Selling Principles and Practices - Chapter 12

Basic Selling
Chapter 5

302

Selling

Cluster Instructional Objective: EXHIBIT GOOD SALESMANSHIP IN EACH PHASE OF THE SELLING PROCESS.

Competency	Suggested Learning Activities	References
869 Cont.	Ask each student to choose a different type of agricultural service business. Students should write suitable opening statements for ten services and/or products that the business offers. Have students take turns acting as customers and salespeople in role-playing situations. The salesperson should open the sales conversation with a suitable statement or remark. Other students should discuss and evaluate each approach.	

Selling

Cluster Instructional Objective: EXHIBIT GOOD SALESMANSHIP IN EACH PHASE OF THE SELLING PROCESS.

Competency

874
Sense a customer's objections and handle them as effectively as possible.

OTHER CLUSTER COMPETENCIES:

809
869
895
1955
1956

Suggested Learning Activities

Discuss with students how to distinguish objections which are honest objections, excuses, or stalls. Read a number of reasons for not buying an agricultural service or product and ask students to respond by stating the category into which each falls.

Explain the importance of a proper attitude toward customers' objections. Give students suggestions on how to develop a good attitude, such as not overreacting or belittling the objection. Include in the discussion some rules for overcoming objections:

1) Do not argue.
2) Do not answer too quickly.
3) Do not guess at an answer.
4) Do not doubt your own answer.
5) Find some points of agreement.
6) Turn the objection into an advantage.

Give students examples of common customer objections that may occur in agricultural service selling situations and ask them to write a good response for each. Students should share their responses, determining the best way to handle each situation.

(Continued on next page.)

References

Selling in Agribusiness
Chapter 6

Selling Principles and Practices - Chapter 14

Fundamentals of Selling
Chapter 10, B

Basic Selling
Chapter 10

Selling Today
Chapter 15

Principles of Creative Selling - Chapters 16, 17

Modern Applied Salesmanship
Chapter 14

Introduction to Professional Selling - Chapter 9

Selling

Cluster Instructional Objective: EXHIBIT GOOD SALESMANSHIP IN EACH PHASE OF THE SELLING PROCESS.

Competency	Suggested Learning Activities	References
1674 Cont.	Have students take turns role-playing customers and salespeople in sales situations. The salesperson should demonstrate how to handle and overcome the customer's objection with respect. Other students should discuss and evaluate each situation, offering suggestions for improvement where appropriate.	

Selling

Cluster Instructional Objective: EXHIBIT GOOD SALESMANSHIP IN EACH PHASE OF THE SELLING PROCESS.

Competency

895
Determine when and how to close a sale.

OTHER CLUSTER COMPETENCIES:

809
869
874
1955
1956

Suggested Learning Activities

Explain to students that the time to close the sale is right after the customer has decided to buy, and the salesperson should be alert for this moment. To bring the close about quickly and smoothly, the salesperson should:

1) Tell all the features of the service or product.
2) Match the features to customer needs.
3) Stress the major benefits.
4) Get the customer to agree.
5) Watch for buying clues.

Discuss with students these successful closing techniques:

1) Ask for the order directly.
2) Narrow the choice.
3) Assume a close.
4) Offer a premium.
5) Sum up selling points.
6) Suggest urgency.

Also, discuss some of the most common mistakes salespeople make when closing a sale:

1) Trying to force the sale.
2) Assuming the customer is not going to buy.
3) Hurrying the customer.
4) Leaving one customer for another.
5) Stumbling over sales obstacles or using wrong sales benefits.
6) Being discourteous when the customer does not buy.

(Continued on next page.)

References

Selling in Agribusiness
Chapter 7

Introduction to Professional Selling - Chapter 10

Selling Principles and Practices
Chapter 15

Fundamentals of Selling
Chapter 10

Selling: A Self-Management Approach - Chapter 9

Principles of Creative Selling - Chapter 18

Selling Today
Chapter 16

Modern Applied Salesmanship
Chapter 14

Basic Selling
Chapter 8

Selling

Cluster Instructional Objective: EXHIBIT GOOD SALESMANSHIP IN EACH PHASE OF THE SELLING PROCESS.

Competency	Suggested Learning Activities	References
895 Cont.	Invite an experienced salesperson to speak to the class about ways in which a salesperson may be able to detect buying signals in a customer, examples of buying signals that a customer might convey to salespeople, and closing techniques for various selling situations, asking the instructor or student volunteers to assist in role-playing these selling situations. Provide case problems dealing with agricultural service sales situations. Discuss the examples of buying signals present in each situation which alert the salesperson to close the sale. Also, discuss the methods which could be used to close the sale in each situation.	

Selling

Cluster Instructional Objective: EXHIBIT GOOD SALESMANSHIP IN EACH PHASE OF THE SELLING PROCESS.

Competency	Suggested Learning Activities	References
809 Suggest additional products and services in an effort to increase the average sale.	Invite an experienced agribusiness salesperson to speak to the class on how to increase sales by using suggestion selling. Students should take notes for later discussion and reference. Discuss with students the six basic kinds of effective suggestions and how to use each: 1) Spontaneous suggestions 2) Vivid suggestions 3) Connected suggestions 4) Prestige suggestions 5) Repeated suggestions 6) Unopposed suggestions. Explain that in agribusiness, suggestion selling can be related to seasonal items, buying clues, larger quantities, special sales, or substitute selling. Discuss how each technique may be utilized. Have students take turns role-playing customers and salespeople in sales situations. The salesperson should demonstrate how to use suggestion selling in the sales presentation. Other students should discuss and evaluate each presentation, offering suggestions for improvement where appropriate.	Selling in Agribusiness Chapter 5 Fundamentals of Selling Chapter 6, D Selling Principles and Practices - Chapter 16 Principles of Creative Selling Chapter 7 Selling Today Chapter 8 Modern Applied Salesmanship Chapter 6 Basic Selling Chapter 4 Introduction to Professional Selling - Chapter 14
OTHER CLUSTER COMPETENCIES: 869 874 895 1955 1956		

Selling

Cluster Instructional Objective: EXHIBIT GOOD SALESMANSHIP IN EACH PHASE OF THE SELLING PROCESS.

Competency

1956
Accurately complete the records and sales forms involved in making the sales transaction.

OTHER CLUSTER COMPETENCIES:

809
869
874
895
1955

Suggested Learning Activities

Explain to students the uses of cash and credit sales records and how these sales records are kept. Point out that agribusiness employees may be involved in selling, receiving money, writing sales tickets, and recording entries in the appropriate journals and ledgers. Provide sample copies of various sales record forms for students to review and discuss.

Discuss with students these steps in completing a sales ticket:

1) Put in the correct date.
2) Clearly write the customer's correct name and address.
3) Write a complete description of each service provided or product sold and its price.
4) Subtotal the extension (total) column.
5) Calculate sales tax on all taxable items and enter under subtotal.
6) Calculate delivery or other charges and enter them under sales tax calculations.
7) Add the extension (total) column to obtain grand total of sale.
8) Indicate method of payment (cash, check, charge, on account).
9) Note amount of change to be given from a check or large bill given in payment.
10) Get signature of person receiving goods if settlement is to be other than cash.

(Continued on next page.)

References

Agribusiness Procedures and Records - Chapter 8

Selling in Agribusiness
Chapter 9

Retail Selling
Chapter 11

Mathematics in Marketing
Chapter 2

Marketing Math
Pages 107-15

Selling

Cluster Instructional Objective: EXHIBIT GOOD SALESMANSHIP IN EACH PHASE OF THE SELLING PROCESS.

Competency	Suggested Learning Activities	References
1956 Cont.	11) When customers pay on account, make out a sales ticket for the amount received. 12) Initial ticket in the appropriate block. Also, discuss common mistakes made when preparing sales tickets and how to avoid them. Provide students with hypothetical information describing various sales transactions. Each student should prepare a sales ticket for each transaction. Check work for accuracy and continue practice as necessary.	

Selling

Cluster Instructional Objective: RECOGNIZE CUSTOMER NEEDS AND TRY TO MEET THEM.

Competency

870
Determine a customer's wants and desires during a sale.

OTHER CLUSTER COMPETENCIES:

868
873

Suggested Learning Activities

Lead a class discussion on "Why people buy." Include:

1) The difference between "wants" and "needs"
2) The five categories of real needs:
   - Physiological needs
   - Safety needs
   - Needs for love and affection
   - Need for recognition
   - Self-actualization
3) How needs and wants affect buying:
   - Money
   - Importance
   - Security
   - Self-expression
4) Emotional vs. rational buying motives
5) How customers' needs can be determined:
   - Interest indicators
   - Careful listening
   - Using product/service knowledge
   - Feature/benefit analysis.

Develop a series of case problems. Students should use the information contained in each problem to develop:

1) a list of needs and wants to be considered
2) techniques to be used to determine needs and wants (such as listening, questioning,

(Continued on next page.)

References

Selling in Agribusiness
Chapter 4

Fundamentals of Selling
Chapter 9

Selling Principles and Practices - Chapter 9

Basic Selling
Chapter 3

Principles of Salesmanship
Chapter 4

Selling Today
Chapter 13

Principles of Creative Selling - Chapter 13

Selling

Cluster Instructional Objective: RECOGNIZE CUSTOMER NEEDS AND TRY TO MEET THEM.

Competency	Suggested Learning Activities	References
870 Cont.	observing, etc.) Students should turn in papers for evaluation and/or share their ideas in a class discussion. Have students participate in role-playing situations which demonstrate the techniques of determining a customer's wants and desires during a sale. Other students should evaluate each "salesperson's" ability to recognize or determine the customer's needs, and ability to judge the customer's reactions and adapt to them.	

Selling

Cluster Instructional Objective: RECOGNIZE CUSTOMER NEEDS AND TRY TO MEET THEM.

Competency

868
Determine where a customer is in his/her thinking and proceed to assist the customer through the remaining decisions in the buying process.

OTHER CLUSTER COMPETENCIES:

870
873

Suggested Learning Activities

Analyze a sale by having students identify:

A. The eight steps a salesperson goes through when making a sale:
   1) Pre-approach
   2) Approach
   3) Identify customer's wants and needs
   4) Sales presentation
   5) Handle objections
   6) Close
   7) Suggestion selling
   8) Reassurance

B. Five decisions that must be made by the customer:
   1) Need
   2) Item to fill the need
   3) Source
   4) Price
   5) Time

C. The five stages of the customer's buying process:
   1) Attention
   2) Interest
   3) Desire
   4) Conviction
   5) Action.

Discuss how the pace of a sales presentation differs for the customer and the salesperson.

(Continued on next page.)

References

Principles of Salesmanship
Chapter 12

Fundamentals of Selling
Chapter 9, E

Principles of Creative Selling - Chapter 13

Modern Applied Salesmanship
Chapter 4

Selling Principles and Methods - Pages 112-6

Selling

Cluster Instructional Objective: RECOGNIZE CUSTOMER NEEDS AND TRY TO MEET THEM.

Competency	Suggested Learning Activities	References
868 Cont.	Explain to students that each selling situation varies in the amount of time each customer will need to purchase a product or service. Ask each student to observe three different salespeople selling different products and/or services. Students should: 1) Note the product/service being presented. 2) Note the total time of the sale. 3) Determine if the salesperson moved too quickly or too slowly through the presentation for the customer. 4) Explain how the salesperson went through the eight steps of a sale and where the customer was in his/her thinking during each step. Provide case problems describing various sales situations. For each problem, students should: 1) Identify at what point in the buying process the customer is. 2) Complete the sales story by continuing through the remaining decisions to be made by the customer.	

Selling

Cluster Instructional Objective: RECOGNIZE CUSTOMER NEEDS AND TRY TO MEET THEM.

Competency	Suggested Learning Activities	References
873 Relate product or service benefits to a customer's problem or need.	Invite an experienced salesperson to speak to the class on "Relating customer benefits to customer wants and desires." Students should take notes and prepare a summary for later discussion and reference. Provide a series of case studies describing various customer problems in sales situations. For each case, students should list: 1) customer's wants and desires 2) related customer benefits. Have each student observe an actual sales presentation and evaluate the salesperson's ability to: 1) Determine and analyze the customer's needs and wants. 2) Relate product or service benefits to those needs. 3) Judge the customer's reactions and adapt accordingly. Have each student prepare a mini sales presentation for a service or related product of his/her choice, demonstrating the ability to relate customer benefits to customer's wants and desires.	Selling in Agribusiness Chapter 4 Selling Principles and Practices - Chapter 9 Fundamentals of Selling Chapter 6, E Modern Applied Salesmanship Chapter 12 Selling Today Chapter 13 Principles of Creative Selling - Chapter 19 Selling: A Self-Management Approach - Chapter 6 Basic Selling Chapter 4
OTHER CLUSTER COMPETENCIES: 868 870		

Selling

Cluster Instructional Objective: EXHIBIT A GENUINE INTEREST IN EACH CUSTOMER.

Competency

862
Remember customers' names when serving them.

OTHER CLUSTER COMPETENCIES:

828
1936
1957

Suggested Learning Activities

Share with students these steps for remembering customers' names:

1) Show interest--really want to remember.
2) Really observe the face--remember it with the name.
3) Get the name right and repeat it.
4) Find an association--visualize it with the outstanding characteristic you remember about each customer.
5) Review the name, visualize the face, and write the name down.

Discuss why it is important for business employees to be able to remember names and other personal information about customers.

Many large corporations give a name/face association test to sales applicants. If possible, obtain one to give to students. If not, you can make up your own by assigning names to a page of photographs. Students are given several minutes to study the photos and names, then must match the names with the scrambled photos on another page.

References

Selling Principles and Practices - Chapter 13

Fundamentals of Selling
Chapter 9, C

Basic Selling
Chapter 3

Principles of Salesmanship
Chapter 12

Selling Today
Chapter 13

Principles of Creative Selling - Chapter 14

Modern Applied Salesmanship
Chapter 12

Selling

Cluster Instructional Objective: EXHIBIT A GENUINE INTEREST IN EACH CUSTOMER.

Competency	Suggested Learning Activities	References
1936 Recognize each customer as an individual and show a sincere interest in his/her problems.	In a discussion session, ask students to suggest some customer problems that might surface during a sales conversation. Discuss the importance of viewing each customer as an individual with individual problems, and have students suggest ways an agribusiness employee can show a sincere interest in those problems. Give students role-play exercises in which one student is a customer and another is the agribusiness employee. The employee should exhibit a sincere interest in the customer's problems by asking appropriate questions and responding accordingly throughout the sales conversation. Class members should evaluate each exercise and point out when and how an employee could have improved his/her show of interest.	Selling in Agribusiness Chapter 4 Fundamentals of Selling Chapter 4, A Selling Principles and Practices - Chapter 9 Basic Selling Chapter 3 Principles of Salesmanship Chapter 4 Selling Today Chapter 9 Principles of Creative Selling - Chapter 13
OTHER CLUSTER COMPETENCIES: 828 862 1957	Provide case problems regarding salesperson/customer relations. Students should prepare written responses, describing at least one way to show interest in each customer's problem. Evaluate responses and go over problems in a class session.	

Selling

Cluster Instructional Objective: EXHIBIT A GENUINE INTEREST IN EACH CUSTOMER.

Competency	Suggested Learning Activities	References
828 Realize that customer loyalty can be built with quick and friendly service.	Have students write a brief essay on "How customer loyalty can be built with quick and friendly service." Evaluate responses and share in a class discussion.	Selling in Agribusiness Chapter 10 Fundamentals of Selling Chapter 9, E
1957 Realize that it is the feeling of being a valued patron that converts occasional customers into regular ones.	Invite a local agribusiness manager to speak to the class on ways that customer loyalty can be built and common problems in retaining customer loyalty.	Selling Principles and Practices - Chapter 17 Basic Selling Chapter 5
	Ask each student to select two businesses in the area (with which they are familiar) that s/he thinks offers quick and friendly service and makes each customer feel like a valued patron. Students should write a description of the services each business provides and other good qualities that the business and its employees possess.	Retail Selling Chapter 30 Principles of Salesmanship Chapter 12 Selling Today Chapter 17
OTHER CLUSTER COMPETENCIES: 862 1936	Discuss with students the importance of keeping the customer first in mind in all types of business situations. Discuss examples of situations and alternative solutions.	

Selling

Cluster Instructional Objective: RECOGNIZE AND DEAL WITH CUSTOMER DISSATISFACTION.

Competency	Suggested Learning Activities	References
897 Tactfully handle difficult customers.	Discuss with students how to recognize "difficult" customers and the various kinds of difficulties an agribusiness employee might encounter, such as: 1) Anger 2) Skepticism 3) Indifference 4) Hesitation 5) Self-importance 6) Irritability. Ask students for ideas on how to handle these and other difficulties.	Selling in Agribusiness Chapter 6 Selling Principles and Practices - Chapter 14 Fundamentals of Selling Chapter 10, B Basic Selling Chapter 10 Principles of Creative Selling - Chapters 16, 17 Modern Applied Salesmanship Chapter 13 Selling Today Chapter 15
	Develop case problems regarding sales situations involving difficult customers. Students may either propose solutions in writing and turn in for evaluation or share their ideas orally in a class discussion.	
OTHER CLUSTER COMPETENCIES: 823 927	Divide students into pairs and let each pair develop and present a role-playing situation in which an agribusiness employee tactfully and effectively handles a difficult customer. A few pairs may show a poorly-handled situation for discussion purposes.	

Selling

Cluster Instructional Objective: RECOGNIZE AND DEAL WITH CUSTOMER DISSATISFACTION.

Competency

823
Handle customer complaints in a pleasant and effective manner.

927
Realize that a customer's complaint is an excellent opportunity to build goodwill.

OTHER CLUSTER COMPETENCIES:

897

Suggested Learning Activities

Discuss with students these five steps of a general model business policy for handling customer complaints:

1) Listen to the facts.
2) Restate the major points.
3) Follow prescribed course of action or get someone with authority to continue handling the complaint.
4) Provide a friendly explanation of the course of action.
5) Follow-up on the complaint to avoid future complaints of this nature.

During the discussion, ask students to give their ideas about why it is important to handle complaints in a pleasant and effective manner. Some ideas students should suggest are:

1) loss of customer's business
2) loss of future business
3) loss of respect in the community.

Have each student interview a salesperson or other agribusiness employee to determine:

1) The business' policies concerning customer complaints.
2) What types of complaints they have handled.
3) The ways in which they were handled.

(Continued on next page.)

References

Selling Principles and Methods - Chapter 16

Modern Applied Salesmanship Pages 320-1

Selling Pages 371-2

Selling Today Pages 399-400

Principles of Creative Selling - Pages 358-61

Selling Principles and Practices - Pages 463-5

Human Relations at Work Pages 116-7

Human Relations in Marketing Pages 7-8

Human Relations in Agribusiness Chapter 8

Cluster Instructional Objective: RECOGNIZE AND DEAL WITH CUSTOMER DISSATISFACTION.

Competency	Suggested Learning Activities	References
823 927 Cont.	4) How the information was used to prevent future complaints. Students should prepare a brief written report for the instructor and share their findings in a class session. Provide students with case problems involving customer complaints. Students should explain, in writing, how they would handle each complaint in a manner that will build goodwill and how to correct the business' operation or policies so that the complaint will not recur.	

Selling

Cluster Instructional Objective: EFFECTIVELY HANDLE CREDIT TRANSACTIONS.

Competency	Suggested Learning Activities	References
824 Know the credit policies, terms, and credit plans of the business.	Have selected students interview an agribusiness manager to determine the types of credit plans offered by his/her business and the policies regarding them. Students should then share their findings in a class discussion. Discuss various types of credit plans with students, including general terms and policies usually associated with each. Collect any brochures available from local agribusinesses describing their credit plans, terms, and policies for students to review and discuss. Provide a series of case problems regarding credit situations. Students should identify the credit plan that will best meet the customer's needs in each situation.	Agribusiness Procedures and Records - Chapter 4 Selling in Agribusiness Chapter 10 Fundamentals of Selling Chapter 7, C Principles of Salesmanship Chapter 6 Modern Applied Salesmanship Chapter 6 Principles of Creative Selling - Pages 421-4
OTHER CLUSTER COMPETENCIES: 1958		

Selling

Cluster Instructional Objective: EFFECTIVELY HANDLE CREDIT TRANSACTIONS.

Competency	Suggested Learning Activities	References
1958 Understand the methods of financing the sale in order to better serve the customer.	Discuss with students the basic kinds of credit which may be used to finance a sale: 1) consumer credit 2) commercial credit (short-term loans) 3) open-account credit 4) investment credit 5) bank loans.	Agribusiness Procedures and Records - Chapter 4 Selling in Agribusiness Chapter 10 Fundamentals of Selling Chapter 7, C Principles of Salesmanship Chapter 6 Modern Applied Salesmanship Chapter 6 Principles of Creative Selling - Pages 421-4
	Divide students into small groups and have each group research a method of financing a sale and prepare a report. One member of each group should present a summary to the class. (As part of the research process, each group should contact a local agribusiness which provides that type of financing and determine the procedures involved to finance a sale.)	
OTHER CLUSTER COMPETENCIES: 824	Provide a series of case problems regarding sales situations requiring financing to complete the sale. Students should identify the type of financing that will best meet the customer's and business' needs in each situation.	

Selling

Cluster Instructional Objective: RECOGNIZE THE IMPORTANCE OF PARTICIPATION IN COMMUNITY ACTIVITIES.

Competency	Suggested Learning Activities	References
1951 Participate in civic and professional organizations in order to expand contacts and contribute to community growth.	Invite a local agribusiness employee to speak to the class about the relationship between participation in civic and professional organizations and successful selling. Encourage students to ask what types of projects the speaker feels are most important to become involved in. Ask students to bring in articles from local newspapers concerning projects and activities in which any club or organization is involved. Relate this to expanding contacts and contributing to community growth and how this affects a salesperson's image in the community. Have students write a brief essay on how participation in civic and/or professional organizations helps expand contacts and contributes to community growth. Encourage students to interview any agribusiness employee they know who participates in such organizations to get his/her viewpoint on the topic.	Leadership for Agriculture Industry - Chapter 3 Selling Today Chapter 2 Principles of Creative Selling - Chapter 6 Principles of Salesmanship Chapter 2 Creative Selling Chapter 7 Fundamentals of Selling Chapter 7, D

Advertising

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References
347		348

Advertising

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References

349

350

Display

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References
351		352

Display

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References
353		354

Human Relations

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References
355		356

Human Relations

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References

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Management

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References
359		360

Management

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References
361		362

Marketing/Economics

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References
363		364

Marketing/Economics

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References

Mathematics

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References
367		368

Mathematics

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References
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Merchandising

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References

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372

Merchandising

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References

Operations

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References

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Operations

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References

Product/Service Technology

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References
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Product/Service Technology

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References

Selling

Cluster Instructional Objective:

Competency	Suggested Learning Activities	References

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Cluster Instructional Objective:

Competency	Suggested Learning Activities	References
385		386

ADDENDUM to the COMPETENCY CURRICULUM PLANNING GRID

contained in the Agricultural Services Marketing Curriculum Guide

The following competencies (which are part of the Product/Service Technology section of the Agricultural Services Marketing Curriculum Guide) should be taught be a qualified agricultural instructor:

1350 Know the fundamental principles of livestock nutrition, feed composition, and additives.

1351 Understand the common types of animal problems that can be treated with over-the-counter drugs.

1354 Know the types and uses of seeds, fertilizers, herbicides, pesticides, etc., that are common in agriculture.

1356 Identify the types of grain-drying systems.

1357 Understand the common types of plant disease and insect damage, and list possible remedies and/or preventions.

1359 Identify the various nutrients that are commonly deficient in soil.

The materials on the attached page were recommended as teaching aids for the above competencies, and are available for purchase from:

Vocational Agriculture Services
College of Agriculture
University of Illinois
1401 S. Maryland Drive
Urbana, IL 61801
Tel (217) 333-3371

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1350 Know the fundamental principles of livestock nutrition, feed composition, and additives.

Unit 1013a
Unit 1043
Transparency 131

1354 Know the types and uses of seeds, fertilizers, herbicides, pesticides, etc., that are common in agriculture.

Unit 4045a
Unit 4050
Slidefilm 730a
Slidefilm 731a
Slidefilm 734
Slidefilm 746
Slidefilm 798-1
Slidefilm 798-2
Slidefilm 1106
Slidefilm 1108-1.1
Slidefilm 1108-1.2
Slidefilm 1108-1.3
Slidefilm 1108-2.1
Slidefilm 1108-2.2
Slidefilm 1108-2.3
Slidefilm 1108-3.1
Transparency 700
Transparency 702
Transparency 703
Transparency 790
Herbicide Injury Identification Picture Sheets
Weed Plants Booklet
Crop Plants Booklet
Insect Pest Identification
Field Crop Scouting Manual

1356 Identify the types of grain-drying systems.

Slidefilm 733
Slidefilm 734
Slidefilm 746

1357 Understand the common types of plant disease and insect damage, and list possible remedies and/or preventions.

Unit 4040a
Unit 4056
Slidefilm 732-1
Slidefilm 732-2
Slidefilm 732-3
Slidefilm 749
Slidefilm 750
Slidefilm 751
Slidefilm 752
Slidefilm 753
Slidefilm 754
Slidefilm 756
Slidefilm 773
Slidefilm 1108-2.2
Slidefilm 1108-2.3
Field Crop Disease Picture Sheets
Insect Pest Identification
Field Crop Scouting Manual

1359 Identify the various nutrients that are commonly deficient in soil.

Unit 4001
Unit 4002
Unit 4003b
Unit 4004b
Unit 4005
Unit 4006a
Unit 4008a
Unit 4009a
Unit 4010a
Unit 4011a
Slidefilm 1106

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